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THE AMERICAN School Board Journal

A Periodical of School Administration

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Under the provision of the "Surplus Property Act of 1944" the disposal program will be administered by a "Surplus Property Board" composed of three members with general control over the entire program. Appointment of the board has not been announced up to the date of this writing. Disposal of surplus property in the consumer goods category is the responsibility of the Office of Surplus Property of the Treasury Department Procurement Division. Contact with the regional office of the Treasury Department Procurement Division for your area is the proper approach. A Buyers' Guide is available containing a list of the Treasury's 11 regional offices and the states they comprise. Write to the United States Government Printing Office, Washington, D. C. for a copy. It is Senate Committee Print No. 19.

After a federal agency has declared certain property to be surplus, other federal agencies have prior claim on it. Next priority belongs "to states and political subdivisions and instrumentalities thereof" including schools. Many benefits for education are available under the Surplus Property Act of 1944. Important provisions relating to education under Section 13 of this act are:

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JOHN J. KRILL

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The contents of this issue are listed in the "Education Index."

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THE AMERICAN School Board Journal

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DECEMBER, 1944

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There Are Values in

Nursery Schools in Public Education¹

Hazel F. Gabbard²

It is paradoxical that at a time when military leaders are mobilizing the most destructive equipment of modern warfare to meet the enemy, leaders of human welfare are bringing into use the best methods which have yet been discovered to protect the human race. Nursery schools are one of our recent social inventions to protect young children. They have been widely established by schools in critical war areas where large numbers of women were being drawn into the labor force. For children whose home life is disturbed by war conditions, the nursery school has been found to be a good answer. Known often as child-care centers, these schools supplement home care and assure young children a more normal childhood.

School administrators though already heavily loaded with many emergency duties such as war stamp drives, scrap collections, rationing and all the rest, have accepted responsibility for nursery schools as a service the schools could render to children. For many school officials the operation of groups for children 2 to 5 years is a new and different experience. Prior to the war some schools had had experience with WPA nursery schools, but the wartime nursery schools differ from these in a number of ways. School administrators are now faced with the problem of operating services for young children on a 12-hour day, 6 days a week and 52 weeks a year. In a few centers around-the-clock service has been established. Children of working mothers are eligible to attend these centers and a fee is paid by the parents which is usually fifty cents a day.

What School Leaders Say

When rapid adjustments are called for in meeting a new social problem there are two quite different ways of talking about the results. One way is to concentrate on the advantages and concern oneself in making the best of it. The other way is to face the difficulties honestly and squarely. Both ways are necessary at different times. School administrators are most accustomed to making the best of things. It is their job even in peacetime to try to make the best of their pupils. So in looking at nursery schools, school officials see value in this service to lay a good foundation for future citizens in a democracy. Several school leaders speak of the contribution nursery schools make to young children, to their parents, to the

school staff, to the child's later progress in school, and to meeting community needs. This is what they say.

Value of Nursery School to Child. "The needs of young children are simply the basic needs of all children intensified by the tremendous importance of the early years in terms of both optimum development or possibilities of lifelong stunting of potentiality. The problems (of nursery schools) are new and different not because they are newly identified but because the solutions are only recently being attempted. New techniques and attitudes are demanded although not necessarily more difficult or involved ones than have been developed to meet other educational challenges. Nursery schools have proved a definite contribution to the development of boys and girls and deserve a place in public education."

Value to Parents. "Employed mothers find security in the knowledge that their children are being given adequate care and are being guided into meaningful experiences while they are busily employed. Parents report much improvement in the child's habits, attitudes, and skills. Through conferences and observation they learn better methods of handling children. They have a more intelligent understanding of their child's needs and have an appreciation of his total growth."

The Principal and Child-Care Services

School Staff Benefits. "In general the elementary school principal is genuinely concerned for the boys and girls in his building. He has seen the combined effect on the children of increasing neglect and heightened nervous tension produced by the war. The child-care program is welcomed by him because it offers at least a partial solution to his difficulties. He accepts with cheerfulness the new demands for supervision, the new schedule needs and the many other duties involved in fitting child-care centers into his school. He attacks these problems with a recognizable zest, for he realizes the time is



¹This article is based on written and verbal reports gathered from various parts of the country. Quotations incorporated in the material have been taken from letters received from the following persons: Wm. H. Lemmel, Superintendent of Schools, Wilmington, Del.; B. L. Smith, Superintendent of Schools, Greensboro, N. C.; J. Glenn Travis, Director Childrens War Service Program, Public Schools, Kansas City, Mo.; Charles Goldman, Supervising Vice-Principal Webster St. School, Newark, N. J.; Carl H. Kumpf, Director Child Care Centers and Principal, General Otis School, Rochester, N. Y.

²Senior Specialist, Extended School Services, U. S. Office of Education, Washington, D. C.

well spent. Here, at last, is a solution to the growing uncertainties produced by latch-key children and potential delinquents. Interest in child care moves the principal and teacher closer to a better understanding of the individual child, his problems and his responses."

Contributes to Child's Progress in School. "The nursery school does give new and difficult problems due to the special needs of young children. It has its own distinctive characteristics. They are not insurmountable and they are properly related to child development. In my judgment nursery schools provide important educational experiences for young children and, if properly handled, make a contribution to the subsequent success educationally of the children who are enrolled."

Helps to Meet Community needs. "As a preventive measure in the fields of mental hygiene and juvenile delinquency the nursery school stands out as a bulwark in meeting our recognized needs. Here the children engage in a program which goes beyond adequate home care, utilizing all the resources and facilities at the school's command, in an atmosphere in which the children react normally and freely."

Administrative Perplexities

These comments concerning nursery schools are from school officials who have had experience operating these services for children of employed women during the war period. While in general they look upon this educational program favorably, they also are cognizant of the administrative difficulties accompanying the establishment of the schools. It will make more clear the current situation with regard to nursery schools to review some of the things school officials find perplexing.

1. To many school leaders who are competent and successful in the educational branch with which they have been associated, the nursery school field is new and unfamiliar. They find that they lack the necessary detailed knowledge for this educational field, and feel uncertain in making decisions or taking leadership as they would with a program with which they are familiar. Some school administrators, therefore, have tended to take a "stand off" attitude. Others, recognizing their lack of information on the technical side, have secured a specialist in nursery education to carry the supervision and to work with the school staff for a mutual understanding of the special problems involved. These school officials realize that education is far too vast a field for them to be a specialist in all phases. They believe that new programs should be tried and tested, and that the best parts should be selected and woven into the educational structure. These are the leaders who would take education forward.

2. The war nursery school came when

school buildings were overcrowded and many schools were operating on double sessions. Space was at a premium. School administrators were accused of treating the nursery school like "Cinderella." Because there was no room, they put it in the basement. In some instances when there was not even space in the basement, a location outside the school had to be found. These are conditions confined largely to war areas where there has been a concentration of population. It is not likely that schools will be so overcrowded as industrial cutbacks take warworkers and their families back home. Many schools facing decreasing enrollments will have more rooms available. It is safe to predict that space for kindergartens and nursery schools, therefore, will not be as serious a problem in the postwar period.

Why Child Care for Limited Groups

3. Public school officials find it hard to explain why nursery schools during the war and before, when we had WPA nursery schools, serve only a particular group or class. For many years our schools have had a tradition that all children are admitted to this great American institution without discrimination as to race, creed, color, or social class. It is not easy for a school principal to explain why taxpayers' money is used to provide nursery schools for a special group. For example, a parent comes to the principal to request that his child be admitted to the nursery school. He wants the child to have the educational advantages this group experience affords but he is told that this child is not eligible. The parent indicates his willingness to pay whatever fee is charged but is told only children whose mothers work may enter. He fails to comprehend the "whys" of a school policy which does not open wide the doors to all who come. The school principal, too, feels uncomfortable that he cannot defend the policy on grounds of equal opportunity for all. He would like to offer this opportunity to all children who would come but he fully realizes that schools could not, with the present shortage of teachers and space, do this. It is necessary, too, that the demand come from the taxpayer. This can be accomplished only through growth of public understanding and a willingness to support nursery schools.

4. Costs and inefficiency in administration due to the present plan of financing nursery school services are also a matter which disturbs school officials. Many view with alarm the expensive and uneconomical programs which have been hastily established as a wartime measure. Accustomed to careful budget planning the school officials question why the cost of these programs should overbalance those of the regular school. Two reasons may be cited to explain the seemingly higher cost of services for children in child-care centers. Longer hours and special services, which in normal times homes would supply,

account for the increased expenditures on the one hand; the fact that the nursery school is frequently operated as a second school, without benefit of co-ordination and use of regular school services is another. It is a strange phenomenon that though the present war services for children are financed in part out of taxpayers' money, when a community receives money via a check from the U. S. Treasury, some seem not to realize it is their money returning.

Integration Needed

5. From an administrative point of view the poorly defined relationships between nursery schools, elementary schools, and the various groups sponsoring child care account for some of the confusion which disturbs school leaders. Despite this situation, school officials who believed in nursery schools have integrated these units with the rest of the school organization and thus eliminated some of their difficulties. Comments of two school leaders who have thought about solving this problem follow:

Complete integration of the extended services with the regular school activities is perfectly possible in terms of long-time development. This would assume the acceptance of the activity as a normal function and responsibility of the public schools rather than that of an emergency agency with various sponsoring groups and somewhat loosely defined relationships.

With adequate teaching personnel the administration and supervision of the nursery school is no more a burdensome task for the principal than his acting in the same capacity in any activity or branch of instruction within the school.

The matter of co-ordination of nursery schools with the rest of the school seems to depend largely upon the extent to which a school official sees in this program something he considers vital and important to children.

Through the war emergency more school officials have come to know about nursery schools than ever before. The circumstances under which they have taken responsibility for them and had experience in operating have not been entirely favorable. It is hoped that the administrative headaches they have had over these services will not cause them to depreciate their value for children. Certainly few school officials would stand in the way of providing nursery schools because they were administratively too much trouble. Rather it is to be expected that educational leaders will join in pooling their experience concerning nursery schools and work out plans for satisfactory and sound administrative policies to guide their future growth.

It is a dilemma when social leaders work to improve and stretch out life while scientists create deadly weapons for human destruction. Likewise, it is a strange contradiction if school leaders are not ready to join the march for richer and fuller educational advantages for children, when other community leaders and parents clamor for the establishment of these opportunities.

The Amazing Failure of Physical Education¹

Frederick Rand Rogers, Ph.D.

A

During the past twenty-five years the conduct of physical education in the schools and colleges of the United States has become a secret but real national scandal. It is not openly so only because educational administrators and school boards or trustees, at a loss where to turn to remedy the condition, have not yet taken this pedagogical bull by the horns. Agreeing among themselves that conditions are reprehensible, superintendents of schools, particularly, are nonplused; and the times are overripe for drastic reform.

Let us review the salient facts to show that it is not a man-of-straw we are attacking. We shall discuss, first, that division of physical education which deals—or should—with the physical development of pupils—their “physical fitness.”

In 1917, thirty per cent of the nation's young men examined for military service were found to be physically unfit for active duty, even according to confessedly low standards. Subsequently as a direct result of this shocking discovery, state after state passed laws providing for compulsory “physical education” in public schools until, by 1930, three fourths of the states had so acted. Then, in accordance with the new requirements, school boards willingly provided expensive gymnasias, playfields, and equipment; they employed highly paid athletic coaches and physical directors. Superintendent and principals obediently scheduled pupils for regular—even daily—classes in the new “subject.” Parents supported it hopefully. Pupils attended classes eagerly—or else. State athletic associations flourished, stimulated the construction of large and splendid outdoor football stadia and indoor basketball arenas, and conducted elaborate “state tournaments.”

Failure of Physical Education

What were the results? In 1941–42 the incidence of physical deficiency had not declined by twenty, ten, or even five per cent. It had, in sober fact, and to our great national chagrin, increased to nearly fifty per cent. Nor is this almost unbelievable estimate the mere opinion of alarmists: It is an official summary by army medical authorities, based upon national records which cannot even be questioned.

¹This is the first of three articles. The second will describe in some detail a physical education program which has won the approval of school executives, board members, parents and pupils wherever it has been intelligently followed—particularly in New York State, in New England, and elsewhere along the Atlantic Coast.

In short, the failure of physical education in North American schools and colleges is not only real, it is *certified*; and in this certification the nation is afforded inescapable proof that, somehow, its schools have failed in a basic phase of education: to develop pupils physically, that they may learn more quickly in school, and serve themselves and others more efficiently in adult life. Worse: the incidence of reported draftee defects is not, today, appreciably less in such states as New York, New Jersey, and California, whose public schools by law required these draftees to attend, as high school pupils, expensive “health and physical education” programs daily, than are defects of draftees in supposedly less favored states.

Nor can physical educators escape responsibility by protesting that “the great majority of defects discovered by military medical examiners are intractable”—such as defects of vision and hearing. For this popular excuse (among themselves) is a canard, as will be shown later.

Even more amazing if possible, a strong movement is already on foot among the most influential physical educators² to abandon the most valuable improvements thrust upon them during war years, specifically, the more vigorous “physical fitness” programs designed to develop strength and stamina in adolescent youth. Thus, in the May, 1944, issue of “The Nations Schools” an article by a physical educator most qualified to know, titled “The Future of Physical Education,” anticipates with obvious approval the return of lighter labor for both teachers and pupils, the cult of games, and continued neglect of most of those pupils whose physical defects cry out for treatment. Again, in “Ohio Schools” for September, another theorist asserts the same theme: return to pre-war programs of light labor for teachers and games and sports for pupils. Far from being confined to the “effete East,” this tendency has already penetrated even to the Pacific Northwest; for the University of Washington director of physical education, in October, announced this topic for discussion before the Seattle Junior Chamber of Commerce: “*Postwar Plans on Physical Fitness Through Recreation*.” In other words, a return to the “free-play program” which failed so miserably in 1930–40 to conserve the physical stamina of the nation's youth.

Now, physical educators, when taxed with these records, are still prone to blame “the administrator.” Let us see,

²Professors in teacher-training institutions.

before proceeding further, whether this is a fair assessment of responsibility.

B

We shall illustrate the obstructive actions of some self-styled physical educators in the field of physical fitness services by the method of anecdote. For after all, the time has come to be forthright in this basic field of national defense and world service.

1. Since 1918, if not before, the physical educators of North America have been steadily led away from “physical fitness” as a proper objective of their labors. Indeed, in 1918 Dr. Franklin Bobbitt, of the University of Chicago, begged their leaders (in a Detroit meeting) to address themselves to the health objective which they had then virtually abandoned . . . while documentary proof of the growing need for such advice is strewn through their published addresses. They have, in fact, expressed themselves as frankly superior to “muscle,” “sweat,” “strength”; their aims have been “moral,” rather. Thus, in an authoritative textbook of physical education theory³ the advice occurs in the introduction: “From the standpoint of education, physical education should not be concerned with health *at all*.” (Italics, of course, are ours.)

2. In 1928, the writer, asked to discuss, before the physical education faculty of Teachers College, Columbia University, the topic, “How Can We Induce Educational Administrators to Support a Physical-Education Program That is Educationally Sound?” advised this audience “to formulate and agree upon some such program among yourselves—and school men will welcome and support it with joy.” He resumed his seat and listened thereafter to heated arguments by the assembled teachers of physical education why any agreement would be improper.

This all-too-familiar condition of mutual disagreement in physical education is a prime source of indecision to administrators: they are at a loss concerning what to believe or whose advice to follow.

3. In 1929, this writer made the same appeal to the potentially powerful Society of State Directors of Physical Education at their annual meeting. It was ignored, except by the Director from Minnesota,

³J. F. Williams, “The Principles of Physical Education,” 1923.

⁴For five years the author was State Director of Health and Physical Education for New York; then for nine years Dean of Health and Physical Education and Professor of Education in Boston University. For the last five years he has been President of the North American Physical Fitness Institute, and has resided at Bremerton, Wash.—Ed.

Mr. Edgar W. Everts, who took steps to establish the program in his state, with the enthusiastic support of his Commissioner and every school-board member with whom he conferred thereafter.

4. In 1940, this writer outlined for the late Dean of Columbia College, Columbia University, a physical-education program which had by then completely proved its value in truly sensational ways in a few New York and New England secondary schools.

"This Program makes sense," was Dean Hawkes' comment; whereupon he advised its immediate adoption by his college physical educators. But these professors refused to endorse even a demonstration class in their gymnasias—at no cost or trouble to themselves. "Why?" we queried. They answered, "Students might easily become so interested in this physical-fitness program that they would neglect important sports courses."

Another Rejection

5. In another great eastern University the health-director, upon hearing described a rational and proved physical fitness program, remarked, "Miraculous, if true." Upon being urged to investigate the facts in Boston and northeastern universities he refused; and rejected a demonstration class in his institution at no cost to his University.

6. The superintendent of schools of one of the nation's largest cities, himself one of the most distinguished American schoolmen of this generation, always has urged his local teachers to adopt scientifically measured and conducted physical fitness programs. But in two cities, including his present incumbency, his supervisors of physical education have effectually blocked such developments.

7. In another large eastern city the superintendent of schools, upon hearing briefly described a proved program, called in his physical education supervisor. "Investigate this program at once and thoroughly, and give me your very best judgment. And note well, I want no mistake," were his explicit orders. Nearly two years later this city's supervisor of physical welfare was still apathetically seeking information on the program. He said he was "becoming interested." Meanwhile, his able and harassed superintendent had left this mortal scene.

8. In 1943, a flagrant rejection of propriety in physical education occurred in a Pacific Coast city's public schools, which illustrates the handicaps under which school superintendents often labor in other as well as the subject under discussion here. Thus, a new and thoroughly proved physical fitness program was introduced into the high school in September, with the tolerant support of the local physical-education supervisor, (who was, however, a deservedly popular athletic coach). But when pupils became

fascinated and enthusiastic, this supervisor "lost interest." When, later that fall, the high school principal and faculty formally expressed their delighted approval both individually and in letters, he became slightly and publicly antagonistic. When, that same fall, the local superintendent expressed his "very great interest," the supervisor withdrew from active support of the program. And when, in November, the school board president, himself a university professor, investigated developments and declared, "This program is the most promising thing that has come to my attention in years, I shall see it through," the supervisor made a personal issue of its instant abandonment. Finally, to clinch the elimination of the program, the purpose of which is to improve pupils' physical fitness, the approving principal was induced to make (later publicly admitted) misleading statements concerning it at an open, and publicly reported, board meeting. . . .

C

These revealing incidents, typical of the behavior of certain physical educators throughout the nation, serve to illustrate that it is well-nigh impossible to secure, from city and university physical education departments, programs and results comparable with those in such other branches of education as reading, arithmetic, spelling, commercial subjects. Nor would it be just to hold physical directors and supervisors now active in city schools greatly responsible for these incredible improprieties. For they have been led so to behave by teacher-training-college professors.

Now, there is hardly an American superintendent or experienced school-board member in a city of any size who is not painfully familiar with the general situation sketched above. In fact, it has grown so trying that more than one harassed school administrator has told this reporter that he would welcome the repeal of state laws requiring the "teaching of physical activities." Not that these men are unsympathetic with the health aim in education—indeed, quite the reverse. But their experience has been unhappy, em-

barrassing, provocative—with no evidence that it can be changed except at prohibitive costs in terms of the personal efforts of executive officers, and in terms of disturbance of local harmony, whether among teachers or citizens. . . . Moreover, many physical educators are aware of their administrators' reluctance to bring conditions "to a head"—and of their own ability to confuse issues.

D

A second major division of physical education is the conduct of sports, the purposes of which are to improve pupils' all-round skills, provide them with healthy leisure-time interests for adult life, and, above all (so protest physical education theorists), improve pupils' social and moral characters.

In this field, much has been accomplished. Junior and senior high school and college students are taught several sports, and often are splendidly led in the elements of courtesy on athletic fields. The tendency today is, too, to shift emphasis from the "major sports" which require complicated teamplay and great endurance, such as football and basketball, to such less formal adult recreations as tennis, swimming, badminton, soccer, softball, bowling, squash, and like sports. All to the good!

But even in this favored phase of physical education very much remains to be done which could easily have been accomplished by properly trained and purposeful teachers. We will barely touch on three such developments.

First, it is the essence of good sportsmanship, or fair play, to meet one's equals in ability. Therefore, a prime duty of adults in charge of intramural sports is to see to it that opposing teams are fairly matched.⁵ Nevertheless, such efforts are the exception in public schools, rather than the rule which school boards pay for.

It should be sufficient to point out that where the "equating" policy does prevail, pupils participate in intramural sports four times as often as otherwise, with a minimum of discipline and a maximum of good feeling. Perhaps the Albany, New York, public schools have gone furthest in efforts to be scientific in "equalizing opposing teams." But their example, though conspicuously successful and adequately described in professional magazines, has yet to induce even one per cent of physical educators elsewhere in the nation to go and do likewise. The rule, rather, is to emphasize inequality—and "the winnahs"—by offering special glory to victors over their friends in play. . . . Searching for reasons why this obvious improvement in scholastic sports has been

⁵In adult sports, managers go to great lengths to ensure equality—for example in weights imposed in horse racing, in handicapping yacht races, in weight-classes in boxing and wrestling; in golf "handicaps," etc.



so completely ignored, friendly critics have asked whether the cost of providing "four times as many uniforms and equipment" has deterred supervisors. "On the contrary," reply the Albany supervisors. "Our superintendent and school board have always been glad to provide additional money for our increased needs under the equality policy."

Equality in Athletic Contests

Second, in the conduct of interschool sports, the most obvious of all teacher aims is to secure as great inequality as possible for the sake of local victory. That is, coaches bend every effort to render their own teams greatly superior to opponents, thus teaching pupils that, not fair play, but victory-at-any-cost-within-rules is the true "ideal." Here local school authorities must share the blame with teachers and supervisors. Perhaps more amazing, elementary justice requires university authorities to acknowledge a major share of responsibility for flagrantly bad example.

Now, it has been possible, at any time, for high school or college physical educators in any area to agree to follow, in interschool sports, the same practices which render Albany city-controlled school athletics so conspicuously educational, and thereby to earn the enthusiastic support (it almost always comes) of superintendents and school boards. That physical educators have so far failed in the face of theory and example even to attempt such adjustments is an inescapable and adverse reflection on their fitness.

Third, in the conduct of both intramural and interschool sports, the active interference of adult coaches has been culpably antieducational, to the great degradation of schoolboy sports as developers of social powers, and of individual independence, initiative, and self-confidence.

This impropriety may be illustrated by citing what happened in New York State and in Detroit, when educational authorities "took steps." From 1927 to 1932 or thereabouts, the practice became widespread in these areas of relegating athletic coaches to spectators' stands during game time, leaving to players themselves the responsibility of strategy, substitution, and leadership. The coach's sole function was then to care for players' health—for he was empowered to "remove any player at any time—but players so removed could not return to the same game." (It should be noted that this signal advance in practice was literally forced upon most coaches by leading city school superintendents and principals, though a few city supervisors of physical education were also strongly supporting.)

Meanwhile, schoolboy teams in the areas mentioned above used the innovation with extraordinary success and approval. Teams relying on their own elected captains even defeated teams whose coaches insisted on



To Help Bring
The Boys Home SOON

The Sixth War Loan Drive to be concluded December 16 is a significant opportunity for helping win the war.

"running the show" for their own squads. The entire experiment was, in fact, an amazing success, except in New York City itself, where school authorities abandoned it because, they formally announced in the daily press, "We cannot trust our paid coaches not to cheat."

Player Control Dropped

Nevertheless, this signal improvement in schoolboy sports was squelched everywhere within nine years—chiefly by the studied apathy of "leaders" in physical education over the nation. School executives stood stanchly by the innovation—often took the lead in establishing it locally, and defended it before the inevitable "drugstore quarterback" and the occasional daily news sport reporter. But today "player-control" is so much in the discard that it is not even mentioned in physical education circles; while both schoolboy and college coaches plan confidently upon a recrudescence of the unbridled competitive emotions and practices which followed the last war—and produced from the Carnegie Foundation for the Advancement of Teaching reports upon American College athletics summarized as follows by the Foundation's President Pritchett: "American college athletics . . . have become a highly organized commercial enterprise . . . for the glory and profit of the college . . . the system is demoralizing and corrupt . . . the process is not only unsportsmanlike, it is immoral to the last degree."

"Immoral to the last degree"—in 1920. In 1944 this condition in both college and

high school athletics promises to grow steadily worse.

Thus, in two of three major phases of physical education (the third is "health teaching," not discussed in this article) practices today are so far from sound that school executives are secretly dismayed almost to the point of impotence. Is it, then, mere alarmism to conclude that the present situation may properly be described as bad?

And once more it is easy to trace and prove the source of defection. For, in spite of all revelations of previous failure, physical educators themselves are still opposed to the conduct of proper physical development programs in public high schools, to say nothing of universities.

So bad is the *known* condition that a joint committee of the National Education Association and American Medical Association is taking a year to outline some more effective school physical fitness program—which this committee no doubt hopes will somehow be adopted by public schools in 1945, or '46, or '47—in a world more confused than ever by postwar problems of such magnitudes that all public education may need to serve in a struggle for purely national survival.

Can this chimerical, still-to-be-formulated-in-theory school physical-fitness program succeed—even if wisely planned? Indeed, is there *any* "way out"? Is it even possible under ideal conditions to develop pupils, in school, to decent levels of physical soundness and muscular strength and stamina?

The Participatory Workshop on the Local Level

Donald W. Dunnan, Ph.D.¹

Increased emphasis on democratic procedures in education has brought to the front many encouraging practices. One of the most successful of these has been the participatory workshop on the local level.

The in-service training of teachers has long been a problem with which administration has wrestled. During the present emergency the return to the classroom of teachers who have been away from teaching for a number of years has focused attention upon the necessity for further emphasis on in-service training.

The most widely employed method of in-service training of personnel has been that of extension courses and summer school study. Extension courses, while certainly worth while, often reach but a limited number of the teachers on the staff. Summer school study is often an economic impossibility for the teachers who need it most.

The workshop on the local or regional basis can be organized about many centers of interest. Leadership is often available within the school system. In instances where leadership is not available, it can often be obtained through the cooperation of near-by colleges and universities which will permit members of the staff to assist in local workshop projects. Areas in which the participatory workshop has operated most successfully are:

1. Curriculum revision
2. Selection of textbooks
3. Development of policy in regard to such matters as salary schedules, sick leave, tenure, retirement, and pensions
4. Improvement of school-community relations

The local workshops that have been most successful are those in which the most careful preliminary planning has been done. It is essential that the cooperation of the staff be enlisted to as high a degree as possible. Workshops that are imposed upon the staff often bog down for lack of enthusiasm on the part of the participants. The most successful procedures have been those in which the cooperation of the local staff has been enlisted at the outset of the planning for the local workshop. This may be done through the teachers' association or through a committee from among the teachers on the staff, appointed by the teachers themselves. It is important that the teachers who are to participate in the program recognize that the workshop is

organized to meet their needs as defined by themselves.

An approach that has been used successfully is that of asking the teachers to set down the things that are of concern to them in connection with their work as teachers. Often a surprising unanimity will be discovered as to the areas of concern. When agreement can be reached as to the problems which need attention, a good portion of the work of stimulating interest in the workshop is done. The organization of common problems will vary from community to community and in some instances may take many weeks or months of preliminary work.

A steering committee ought to be organized to develop plans in regard to:

1. The time and place of meetings
2. The organization of materials for the workshop
3. The securing of collegiate credit for work done by the participants in the workshop
4. The enlisting of community support and cooperation

Teachers should not be expected to devote only out-of-school time to the workshop activity. Plans should be made to release teachers from regular classroom activity for workshop participation. This may be done through:

1. The employment of substitute teachers
2. The organization of the program of visual education to relieve teachers at stated intervals
3. The combining of classes in certain subject-matter areas

Workshop groups should be small enough to permit the free exchange of ideas among the participants, but large enough so that one or two dominant personalities will not affect the findings of the whole group.

In organizing the program for the participatory workshop, the principles of research ought to be carefully followed. These may be stated as follows:

1. Problems clearly defined
2. Study conducted impartially and with an open mind
3. The criteria comprehensive and the measures used valid
4. The sampling of cases adequate and representative
5. All significant factors controlled or allowed for
6. Appropriate statistical technique used
7. Experimental differences interpreted both as to reliability and importance
8. The conclusions drawn limited to the

cases of which the sampling is typical

9. The implications for educational practice clearly pointed out

A careful preliminary statement of the problems to be studied, as well as a careful organization of the materials to be used in connection with the solution of the problem, will help to bring about a satisfactory end product from each workshop group.

While many problems undertaken by workshop groups may be of a continuing nature, it is desirable that a deadline be set for the conclusion of the various projects.

Study groups meeting for periods of longer than three or four months seem to lose some of their enthusiasm. A problem may not be satisfactorily solved in that period of time, but it appears more desirable that a partial solution be arrived at, and that the study of the problem be continued by the same or a new group after a lapse of a few months. This does not mean that a group that has evidenced enthusiasm enough to carry a project beyond the deadline set ought not to be permitted to do so. Some of the desirable outcomes of participatory workshops are:

1. Development of greater cooperative endeavor within the school system
2. An appreciation of the work of the schools by members of the community who participate
3. The development of original and reflective thinking by those who participate
4. A willingness to try out new ideas in the classroom
5. Informs the staff and community of desirable up-to-date procedures in education

While the participatory workshop on the local level is in an embryonic stage of development, it gives great promise of developing into a worth-while pattern for upgrading and professionalizing personnel through local activity.

PHILADELPHIA'S JUNIOR TOWN MEETING OF THE AIR

The fifth annual series of meetings of the Philadelphia Junior Town Meeting of the Air was begun on November 30th. The topic to run through the winter meetings will center around the problem of postwar problems with emphasis on federal controls of local government, the maintenance of an army, and social problems. The entire program is under the direction of a steering committee, headed by Mr. Oscar M. Havey, and the participating students come from public, Catholic, and private schools of Philadelphia and the vicinity. The moderators of the program include a leading banker, a member of the board of education, an industrialist, and several attorneys.

¹Superintendent of Schools, South Kingstown School Department, Peace Dale, R. I.

The Place of the Social Laboratory in the High School

John W. Bell¹

Of the forty high schools in the secondary school system of Chicago, thirty-one now have a large, attractive, beautifully furnished room known as the social laboratory. Plans have already been made for the installation of such rooms in five additional high schools; but the problem of finding space for them in the remaining four at present seems without solution. However, neither the principals of these four high schools nor the survey committee—a standing committee constantly surveying the high schools to determine needs for alterations or rehabilitation of the buildings—have given up hope of finding a solution. For they know that changes can take place in the course of events or as a result of planning—such changes as a diminution in enrollment, shifts in registration in the departments, or the erection of additions in the postwar period.

Origin of the Social Laboratory

When the Lindblom High School was being erected in 1918, the new principal was appointed in ample time to have a voice and a hand in its planning. Having deep-seated convictions that the boys and girls in the area served by the new institution—many of whom lived in the then underprivileged stockyards district—should have practice and direction in gracious living, he saw to it that social laboratories were provided for boys and girls.

A woman teacher of culture and refinement, and with a knack for influencing girls for good, was selected to take charge of the girls' social laboratory. Her first job was to furnish it. Despite her grandiose ideas with reference to the furnishings necessary—oriental rugs, deep upholstered furniture, fine mahogany tables and chairs, a grand piano, and the finest of services for tea—the school authorities were not dismayed. They promptly raised the money with the cooperation of the student body, and the necessary equipment was purchased. Meanwhile the sponsor and the principal, with the assistance of a committee of teachers and students, had been working out a curriculum. For the procedure for teaching gracious living was to be systematic and thorough, not haphazard. The units of instruction were to include guidance for the girls in terms of what constitutes prudence in dating, make-up, conduct at formal and informal social affairs, at tea, at the dinner party both as host and



The social laboratory provides ideal surroundings for practice in gracious living.

guest, at the game, and in numerous social situations about the school, home, and community.

While the plans for the training of the girls in the niceties of living were going forward, a similar project, although more masculine in nature, was proceeding apace for the boys. The boys' social room, adjacent to the facilities for physical education, was presided over by the football coach, assisted by the men teachers of physical education. The furniture for this room was substantial in nature, covered with leather—durable and masculine in type. It was agreed that the shields and trophies won by the athletic teams would be put on display in this room, and that the picture of every boy who made a Varsity team at the college level would be framed and hung here.

Plans were made for all the students to come to these two rooms for regular, systematic instruction and socializing experiences. The students from the English classes were sent to the laboratories two or three times per semester—the boys from two or three classes to the boys' social room, and the girls from the same classes to the girls' room.

The girls discussed many topics of interest with reference to good taste in living, draped themselves about the piano for a community sing occasionally, learned to

pour and drink tea with grace and charm, and developed a kind of public opinion that served to set the standard for thinking and conduct among Lindblom girls. Meanwhile the boys discussed their aims with reference to sports, ideals of sportsmanship and character, and also developed a code of thinking and acting that was summed up in the slogan, "This is Lindblom."

Modifications of the Original Idea

Although members of the staffs of both the superintendent and architect visited the Lindblom set-up and were sympathetic with the Lindblom idea, they were either not wholly convinced of its practicability in other high schools or skeptical of the use that principals would make of such rooms if provided. Consequently a kind of compromise was adopted. Only one room, called the civic room, was included in plans for high schools built subsequently. It was thought that this room could be used profitably for meetings of the Parent-Teacher Association, for the accommodation of groups of students or teachers who desired a place to meet, for departmental faculty meetings, and the like. Both a small kitchen and a small office were located adjacent to these rooms. No furniture was allowed other than a long bench along the window side of the room or a set of fifty

¹District Superintendent of Schools, Chicago, Ill.



A joint luncheon of the Lions and Kiwanis Clubs helped the Austin High School administration to bring an important group of business and professional men into close contact with the school's program and its problems.

folding chairs and a table. The floor was usually covered with linoleum.

In some of the high schools these rooms were carefully maintained and effectively used, but in others they were considered of little importance in comparison with the need for additional classrooms, because the decades of the twenties and thirties saw such a tremendous increase in high school enrollments that administrators were always scouting for some corner that might care for that extra platoon of students just admitted to the high school.

Resurgence of Desire for a Social Laboratory

After the depression had been largely whipped in the late thirties, however, high school principals again began to feel that they had some elbow room in their buildings. Not only was money a little freer in the community, but the PWA was making funds available for the erection of new buildings and needed additions to old ones. Then, too, when the war boom came along with its accompanying need for man power, the resultant drop in enrollments meant an increase in the space available in the buildings. Principals were eager to reallocate suitable unused space for the accommodations of some of the newer services — guidance, adjustment, ROTC, library service, and the social laboratory.

Every year for the past five or six years, three or four of the forty Chicago high schools have been equipped with social laboratories. The board of education has supplied the funds for making the necessary alterations in the space allocated by the principal for the social room, and it has provided necessary equipment except fancy furniture — such equipment as a refrigerator, a stove, chinaware, a grand piano, radio, Victrola, suitable floor covering,

Venetian blinds, appropriate decoration, modern lighting fixtures, and the necessary electric outlets for the installation of floor and end-table lamps.

Furnishing the Social Laboratory

Typically, the principal faced with the problem of setting up a social laboratory appoints a committee of teachers from the fine-arts and home-arts departments, as well as a group of student leaders of his school, to plan the decoration and furnishing of the room. As a rule, committee members make visits to other high schools to inspect the lay-out of social laboratories already furnished and functioning. Before making recommendations for furnishings, they usually consult the principal and the faculty sponsor responsible for supervising the socializing program planned for the laboratory, to discover the purposes for which the room is to be used. They then select furniture suited to these purposes.



Student government group in session.

Accompanying this article are photographs of representative social laboratories in use. Generally light tints are used for decoration, and the room is furnished as a kind of front parlor, with overstuffed furniture and attractive pieces. The floor coverings are beautiful and durable. Walls are hung with paintings or the best art product of the school's art classes.

Typical Examples of Social-Laboratory Uses

The Marshall High School is now using its social laboratory for demonstrating some of the most modern techniques of teaching. Teachers from various departments, for example, bring groups of their students there to show different methods of teaching developmental reading, since the whole Chicago school system is now putting forth a special effort to develop a sound program of reading instruction. Teachers who happen to be free from teaching duties at the time the demonstrations are in progress are urged to observe what is going on. Girls from the home-arts department are frequently on hand to promote good fellowship among the teachers through serving tea and cookies.

The co-ordinator of radio instruction in Marshall has installed a fine radio in the social laboratory. She keeps in touch with all the programs sponsored by the Chicago Radio Council and invites to the social laboratory as auditors those groups who should be interested in the various offerings. Lately she has been concentrating particularly on the Pan-American radio programs based on the new courses of study prepared for promoting the Good-Neighbor Policy in this hemisphere.

The course of study in English, now almost completely revised, provides a number of activities for which the social laboratory ambient is highly desirable — parties, culminating activities of various types, teas, panel discussions, programs requiring the use of piano, radio, or playback. Any teacher of English working on

such an activity can schedule the social laboratory in advance for use by her class.

Whenever a teacher in the Amundsen High School deserves some special recognition—because of promotion, commendation by superiors for a signal accomplishment, marriage, retirement, or some such matter—two or three periods in the day are set aside in which colleagues can drop into the social room and pay their respects, drinking tea the while and listening to some fine chamber music furnished by a string quartet or other ensemble.

All the high schools use their social laboratories for serving luncheons and dinners to important community groups. When visitors from the regional accrediting agencies inspect a Chicago high school, they are served a luncheon. This meal is followed by a conference in which they may set forth to members of the staff their evaluation of the institution. Principals who are members of local Lions, Kiwanis, Rotary, or other service clubs occasionally invite these groups to a luncheon in the social laboratory, taking advantage of the opportunity to show outstanding features and activities of the schools. Leading students are called upon to present entertainment and panel or round-table discussions of some of the educational problems upon which the administration would like these gentlemen to center their attention.

The principal of the Carl Schurz High School recently held a luncheon for the Chicago Northwest Manufacturers' Association, a group of industrialists with factories in the neighborhood of that institution. They visited the school shops and other facilities before eating, and heard from both the principal and the vocational counselor of the school what talents the forthcoming graduates had to offer to prospective employers. This sort of meeting tends to develop closer ties between the school and important men of the community.

The Marshall High School has four divisions of blind students. Because of the exceptional character of the training and guidance needed by these young people, a demonstration of their activities and accomplishments was recently held in the Marshall social laboratory with a twofold purpose: to provide an interesting and profitable hour of observation for officials of the Chicago school system as well as for outstanding Chicago citizens interested in welfare work, and to promote indirectly the welfare of the blind and partially sighted young people in the Chicago schools. Those who attended the meeting saw demonstrations of writing and reading of Braille, and of the talking book. They were thrilled by the performance of several blind students in music, art, and crafts.

Each year the Austin High School holds a series of mother-and-daughter teas for



The Marshall High School provides a program of secondary education for a group of blind youth. Recently the social room was the scene of a meeting in which outstanding Chicago citizens were given an opportunity to witness the work of these young people who are being trained for economic and social competence.

selected groups of girls. Likewise, father-and-son dinners are held for such groups as the football team, the baseball team, the National-Honor-Society boys, and members of the band and orchestra.

Of course all the high schools equipped with social laboratories use them for special club meetings, parties in honor of divisions making especially outstanding records with reference to school drives and campaigns, meetings of school-government groups, club exhibits, occasional art exhibits, and group guidance carried on by the adjustment teacher and various other staff members.

Most high schools have organized a



Listening to the first invasion broadcast.

group of boys and girls known as hosts and hostesses who receive visitors, take them to the social laboratory, answer questions and make themselves generally helpful pending the arrival of the member of the staff with whom a conference is desired. The room also serves as a rallying point for honored guests invited to special assemblies or other important school functions. The Lane Technical High School, for example, recently held an elaborate ceremony in its stadium in commemoration of the sale of \$1,000,000 in war bonds. Those who had been invited to sit on the platform—board members, noted alumni, Army and Navy officers, and superintendents—met in the social laboratory before proceeding to the field in a body. They later returned there for a luncheon and the accompanying speeches of appreciation and congratulation.

An Indispensable Facility

Chicago high-school principals have come to the conclusion that a social laboratory is almost an indispensable facility. The number of uses for the room has grown to such an extent in recent years that it is seldom idle. In fact, there is such a demand for it on the part of student groups and their faculty sponsors that the custodian and supervisor of the room must keep a calendar to record requests for the reservation of dates and periods. Larger high schools throughout the country will certainly press for rooms when they become familiar with the work that is possible in them.

How Dynamic Is Your Library?

Ruth Sara Reese¹

In a certain Texas town of 6000 people the library picture in the schools is not pretty. Elementary teachers with no library training care for the books in their building, taking them to their rooms as they need them. The half-time librarian in the junior high school, which has an enrollment of about 500, this spring sent the senior high school full-time librarian only 15 titles to order for next year. When she was informed that she might have considerably more money for new books, she said that she did not need more than the 15. It is obvious that these junior high school and elementary libraries are not altogether dynamic ones; and the picture is a common one. Nor is the small-town school library situation the only one that is not ideal. One of the largest, most progressive cities in Texas has school libraries in each building, with a fully or partially trained librarian in each, but without a supervisor or co-ordinator. The appointment of a co-ordinator of libraries in the system would increase the service rendered by these individual libraries out of all proportion to the expense involved. Such a leader could plan and carry out a long-term program of progress, securing better library appropriations, raising the standards of training, assisting librarians, especially the inexperienced, and inspiring all. The solution of the library problem lies with you, the executive. No room in your school is as important as the library: with the present enriched, socialized program it should be the dynamo of your building, sending out electric power to every other room. If this is not true of your library, something is wrong.

Leave it to the Librarian

The first consideration in analyzing reasons for a library's being a static, dead-end kind of thing is the librarian; she is the one person who can do even more than you can to make or mar the library. It goes without saying that she should have complete academic and library-science training in an approved school and some teaching experience. But her personality is more important: she should be a mature person with a pleasing physical appearance and some degree of poise, sincerity, adaptability, enthusiasm, accuracy, administrative ability, and a sympathetic understanding of boys and girls. Of course, you will never find a librarian who has all these qualities; but your warm cooperation will do much to make her develop toward the ideal. When you find a person with some of these desirable qualities, consider her a department head and base her salary upon your regular schedule.

¹Nicholson Memorial Library, Longview, Tex.

If you have chosen the right librarian, you may leave largely with her such matters as the rejuvenation of an old room into a library; consultation with the architect if a new plant is to be planned; the choice and arrangement of furnishings and equipment; selection of supplies; book selection and ordering; and planning a conservative but adequate budget for books, binding, periodicals, and supplies in accordance with accepted standards. In no case should anything, especially sets and "bargains" presented by agents, be ordered for the library without consulting the librarian. Lists of suggested books should be submitted to her by the head of each department; she must be the clearing house for all possible selections and should make the final orders. It is her responsibility to see that the book collection consists of from six to ten good, recent, attractive books per student enrolled and that no one department gets the lion's share unless its prior use of books warrants an unusual number. If she is on her toes, she will ask your permission to discard old books that are never read because of dirty, worn condition, very fine print, yellow paper, out-of-date illustrations and reading matter, or style beyond the student's comprehension as well as books that ought not be read because of false, immoral, or mediocre content. She will also insist that any supplementary texts be removed to the bookroom or to classrooms to leave shelf space in the library for legitimate library books that furnish colorful supple-

mentary reading for regular courses and plenty of reading just for fun.

If the librarian is to do her best work with boys and girls and with the faculty, she has a right to certain considerations from you. Printed Wilson and Library-of-Congress cards are economy in the end and save the librarian's time for service of a higher quality. It is desirable to have an adult assistant so that the librarian may be free to visit classes at times and be in such close touch not only with the course of study but also with the classwork that she can integrate the library work with that of the teachers. She should not be asked to sponsor a home room or any club other than her library club; nor should she be called upon to assist with routines during enrollment and the close of school, for those are her busiest times. Give her time in faculty meetings to present the library to the faculty and a chance on assembly programs to advertise her wares. She should have space in the columns of the school paper and ample table and bulletin-board space within and just outside the library. It is your responsibility not only to provide an excellent library but also to see that your faculty understands and takes advantage of its resources. To that end you should encourage anything which your librarian wants to do to make your teachers more library minded. It might be effective to schedule some faculty meetings in the library in order to imply the importance you attach to it. If a study hall in the library is a necessary evil be-



The library needs not merely well chosen equipment, harmonizing colored finish, and an atmosphere of dignity and study. It also requires a librarian with personality, training, and sympathetic understanding of boys and girls.



The librarian should function vitally in the guidance program as well as in all academic study.

cause no other space is available, send a study-hall teacher with the students. Finally, ask your librarian's advice and listen to her opinion on anything connected with the library; if she does not know more than you do in that narrow field, you should fire her and get someone who does.

What You May Expect

If you have provided an adequate library in accordance with the regional standardizing association and have employed an efficient, well-trained librarian, to whom you can accord respect and full cooperation, there are certain services to your school program that you may expect and demand from your librarian. First of all you may expect her to be consistently patient and cheerful in all the services rendered both students and teachers and thoughtful about consulting you on all vital matters. You surely may expect a neat, well-organized, usable library with an efficient system of cataloguing and circulation, with neat, accurate records, with furnishings not defaced but cared for properly, and with due attention to the attraction of beauty and color in the room. You may also expect a library left in order at the end of the school year and reports that are accurate and neat. The library should be free for use to capacity with a simple system of roll checking in cooperation with the study halls; and assigned supplementary reading, reference work, browsing, and recreational reading of books, magazines, and newspapers should be encouraged.

You may also expect the librarian to function vitally in your guidance program; for instance, she can do much to help orient the freshmen and transfers

from other schools; to inspire and guide the young person who ought to go to college; to help students understand occupations and careers and to choose a vocation in which they can be successful and happy; to guide students in better methods of study; to help teachers and students alike to do reference work and to acquire steadily more skill in finding their own answers; to stimulate recreational reading and give definite guidance in its choice, thus aiding the teacher in providing remedial reading for the slow student and raising the student's level of appreciation gradually by recommending steppingstone books; to aid in personality

adjustment; and to furnish information and interpretations for pupil-guidance records. The alert librarian will stimulate interest in reading among both the brilliant and the slow readers by writing articles for the school paper, preparing an assembly program occasionally at such an appropriate time as Book Week, having timely bulletin board and table displays, changed about once a week, and most of all by her own contagious interest in reading and her sound knowledge of books, psychology, and the reading interests of her students. You can count on her to maintain order in the room so that people may read undisturbed and to preserve at the same time that free, informal, easy atmosphere that draws students. She should never tire of that constant informal training which individuals need in learning to use the library efficiently. It is her duty to relate the school library to the public library in such a way that the student will continue to use the latter after his school days have passed. By renewing books she can even encourage parents to read works which their sons and daughters are reading; and she should respond eagerly to requests for advice on choice of books for home libraries.

Cooperation with the Teachers

Another very valuable service that you may expect your librarian to render is wholehearted cooperation with the teachers in improving their instruction. Complete integration comes only when the librarian has the teacher's viewpoint and every teacher has had a little library training. The efficient librarian, however, will not wait for this utopian situation, but will endeavor to bring to the attention of teachers the resources of the library through private conversation, notices on

(Concluded on page 68)



With its present enlarged socialized program, the library should be the dynamo of the school sending out electric power to every academic room.

Cultural Opportunities in—

Inter-American Relationships¹

E. E. Mireles

We are interested in a social problem that today has assumed national and international importance. This is the problem of relationships with Latin America and its people.

New trends in Latin-America relations have made local problems of much greater importance than they were before. We are now more conscious of the twenty countries to the south of us. We are realizing that, after all, we live in a small world.

The proper relationships with Latin America have never been established. This has been due to the many unfortunate historical incidents of the past and to ignorance on both sides of the frontier.

There are many people on both sides who are misinformed or not well informed about the historical factors involved. There are many who will not take the trouble to find out for themselves. There are many who do not care. There are those who would evade responsibilities. Naturally, this is all wrong, for sooner or later all of us will have to bear the catastrophic

consequences of social and economic maladjustments.

There are many people with us today who are thinking in terms of a century or more ago. They need to be informed about relationships that are of such importance that they can be measured only in terms of lives lost and suffering that they cause.

Mutual Trust and Respect

We need to have mutual trust and respect among the twenty-one American republics and their people. The problem narrows itself down to achieving "good will" and "kind feelings" between the two great peoples of the Americas, the English speaking and the Latin speaking, the Anglo-American and the Latin American. We need to understand that for all these people of America there is but one common destiny and that the futures of the Latin American countries and our own are inseparable.

Our work to establish better feelings must be based on justice and fair play. We have to bring about full cooperation and co-ordination of action among all the people of the American continents. There are over seven million Spanish-speaking Americans, mostly in the southwestern United States. Herein lies the potential service that every community can render to the rest of the nation and to the Americas as a whole, for here the two peoples are actually living together, here the two frontiers meet, and here we can do, firsthand, and in a most realistic manner, what our diplomats are talking about; here we can prove or disprove the theory that we are right-thinking Christian people, rationalistic human beings, and real democratic liberty-loving Americans.

Information Will Help

The first step is to inform ourselves. We must know that in the great state of Texas and in our community there are Latin Americans who are true and loyal American citizens and that there are Latin Americans who are citizens of other American republics, mainly Mexico, and that their loyalty is somewhere else. There is a great deal of difference in the feelings of one and the other. The American citizen wants to be considered as such. He only wants a chance to prove his loyalty and to be given an opportunity to live and work like any other American. The other dislikes the idea of becoming an American citizen. Proudly, he tends to be separate

and apart from the other residents of the community. The bonds between them are not great. It is mostly necessary to distinguish between the two and to be able to tell when we have exceptions.

Prejudice Must Disappear

There has been much prejudice and hostility against U. S. Americans in Latin America just as there has been prejudice against Latin Americans in Texas, and such subversive feelings will only disappear on one side of the border in the exact proportion as they disappear on the other. Hence our great interest in furthering the educational work that will bring about understanding and preparation for the future.

The second step is to assume our individual responsibility and actually play a part in bringing about the desired happy state where everyone will have his just dues, will be treated on an individual basis, and will take his place in the world that is to come. We must act on principles of justice and equality of opportunity, and fairness to all.

A third step, and if I may say, the crowning one, is to undertake a project of Pan-American character, either individually or collectively; so that the work of establishing the proper relationships may be accelerated and a happier and more peaceful life may be lived by all of us, of all classes, of all creeds, and of all beliefs!

We in Corpus Christi schools have a laboratory for Pan Americanism. We have played our part and more and more our work on Pan Americanism and our method for teaching Spanish in the elementary schools is gaining recognition not only throughout the state where we have over a quarter of a million Mexican children studying Spanish but throughout the nation as a whole.

THE CHALLENGE

Most magazines we read, books we pick up, and speeches we hear offer certain *challenges to education*. Even the politicians and radio chaps are doing it. We are held responsible for everything from Hades to highwater. We are getting to a place where we would like to do a little challenging ourselves. A challenge is no solution, it is just passing the buck.

Some speakers can diagnose a need in a tone of voice that makes you forget that they have not at the same time offered a solution. Here is one sentence picked out of many such, "*The schools must not only train their students for life, but they must fit them into life. Teachers, you cannot turn your back upon your students at the schoolhouse door.*"

There my countrymen is a job as big as all social and economic life. When we have solved that, if we ever do, we shall have delivered the millennial dawn upon the doorstep of the world.

I have a friend who has a cancer which is slowly eating away his life. Many of us can diagnose his case, but alas, none of us can offer a remedy. And so the remedy for many of our most apparent needs still challenge not only the schools, but all of us. The answers still lie in the lap of the gods. — J. I. S.

¹EDITOR'S NOTE: The public schools of Corpus Christi, Tex., under the direction of Mr. E. E. Mireles, co-ordinator of Spanish, have conducted a Spanish program which has been effective as the medium for a natural understanding between the peoples of the two Americas.

The Spanish program in Corpus Christi has effected a practical, far-reaching organization which has been functioning since September, 1940. It has not only made a fine contribution to the "good will" policy for the Americas, but it has become a working model for similar work in other communities.

The aim of the Spanish program is twofold: First, it aims to teach the child to speak, read, and write Spanish; and second, it aims to develop the teachers themselves in the use of Spanish. The instruction is in charge of 71 teachers in the grades, all of whom teach under the direction of head teachers. Supervision is in charge of the co-ordinator, who plans the material, exercises, and teaching procedure.

The plan is really very simple. Through the children the teachers are enabled to practice and develop their Spanish, while the parents learn from the children and in normal associations.

The results of the program have attracted wide attention. The Junior Chamber of Commerce, the school district, the local newspaper, all are continually asked to reply to inquiries from all over the United States. The Spanish program has made a lasting contribution to national defense by helping to bring about a better understanding between the Latin-American countries and the United States. The Corpus Christi schools have been fortunate in having sufficient teachers who have a knowledge of the Spanish language, but they explain that a working program may be established even with teachers who have never had Spanish. The teacher merely guides the class and studies with the children. The plan is quite adequate since it makes the children feel a sort of partnership and friendliness with the teacher which is not common in other subjects.

Dead-End Public Relations

Herbert B. Mulford, Esq.¹

As social revolution increasingly places problems on the public schools of America, the field of educational public relations becomes more and more important. From time to time the columns of the JOURNAL reflect the perturbations of school people who recognize the influence of public opinion and who give of their worthwhile experience for the sake of guiding others who have not been able to crack the nut. Specialists in the field of public relations seemingly never cease to wonder at the absence of thorough-going, over-all understanding of both needs and practices in the educational field as contrasted with the almost uniformly better job done by business. To them the striking phenomenon is the great variety of dead ends both to thinking and to practices, instead of the straight-away to be observed in the advertising department of almost any business.

Two basic techniques are imperative. One is that public relations must be a two-way street. It is not merely a "selling job" to a given public. If it does not draw from the public ideas and attitudes and wishes by which educators may improve their work, it is largely a fraud. A major philosophy for the existence of school boards and boards of trustees of institutions for higher learning is that such officials shall in some degree understand the public and its aims and wishes and will aid in translating them to the paid faculties and administrations.

Since, however, in well-ordered institutions the paid administration, with all that it can gain in knowledge from boards and faculties, is a principal mouthpiece by which is disseminated information on which the public can form its opinion, the pronouncements of the profession must be lucid. This, alas, is altogether too frequently lost sight of. The language peculiar to the profession, in many instances, simply is not understood by patrons of education, especially those of the public school levels. An answer to this phase of the problem is strikingly shown by the collaboration of knowing research men with writers particularly chosen to remold their research ideas into almost "advertising talk." These specialized writers are in no narrow sense "ghost writers." In several noteworthy national cases the material, in effect, was completely prepared by the research directors and then reshaped for public consumption by those specialists who knew the tastes and habits of the general public better than did the educationists. And this is no slur on the latter, who frankly proclaim the necessity for "getting over to the public" the ideas they have de-

veloped and who openly recommended the specialist's style of writing for numerous public-relations activities.

What Do Teachers Read?

A second aspect of these problems, often not adequately considered, is the need for separation of ideas and practices on three basic levels — for immediate local consumption in a given district, for influence on the state level to sway legislation or reform in state departments or county or other regional leadership, and lastly for national effect both in leadership of the profession and to accomplish legislation and support.

Cutting across these logical divisions also is the stratification of educational thinking, which is a large influence in stratifying the public to be educated into class levels of intelligence and erudition. These stratifications are seen in the publication of scores of educational magazines on different age levels and subject-matter specialties. Accompanying what a writer in a recent "educational number" of the Saturday Review of Literature calls a "welter of educational literature," we find an impasse in the in-service reading of thousands of teachers. One hardly dares to mention a very imperfect and partial sampling of teacher reading habits. On checking with a number of public and school librarians it was ascertained that the display of educational books and magazines in strategic locations which should come under the eye of the faculties resulted in no demand for such material. Only when "the boss" suggested in teacher meetings or bulletins the advisability of reading such and such special material did the demand arise. One sharp contrast to this, however, was the habit of reading the particular journal of the group organization to which the teachers belong plus their own specialty publication. The bearing this habit has upon public relations should be that, following the adage that "a satisfied customer is one's best advertisement," teachers are a prime factor in the interpretation of the school and the public through both children and parents. Thus ignorance of public relations philosophies and practices on the part of teachers is almost suicidal.

While obviously the teacher influence is chiefly in the local community, the composite influence of a million teachers is considerable in both state and national affairs. Unfortunately, for whatever reasons, there are several outstanding factors in present teacher experiences which militate against good public relations. The chief of these is inadequate training and

life experiences. One needs only to mention the low level of teachers' salaries and the tremendous annual turnover in teaching positions to indicate a vicious circle in this area. Again, certain important studies, though possibly not final, show teachers apparently to have little interest in civic affairs. One wonders concerning the petticoat influence of 88 per cent women teachers in the elementary and 58 per cent women in the high schools. Again, the inability of communities in many instances to understand the value of the teacher in community life outside the schoolroom inhibits the best sort of influence in our two-way communications. In the forward-looking community often this is recognized and even bonuses are provided so that teachers may live in the community and be a fine and integral part of its over-all life. Where these matters are not understood and acted upon positively and constructively we have dead-end streets without number.

Educational Facts for the People?

Returning to the matter of reading material, it is striking that we find such little real information for public consumption in those fields needing greatest elucidation for greatest cooperation and financial support. An outstanding leader in the field of national youth education, in commenting on the retirement of Angelo Patri from active school service, remarked that out of the more than 130,000,000 people of this country, he was perhaps the one greatest popular influence on young mothers. When one searches for other influences (always on the popular, not professional, mind) one finds only a few categories:

1. A great outpouring of local froth and fluff concerning activities of the PTA, possibly much to the good, but normally lacking in anything which gives the local public any idea of the need for school growth in the social revolution

2. A similar outpouring from colleges and universities, chiefly calculated by their publicity departments to recruit students — rarely coming to grips with the greatest of school problems

3. Much current news commentary on specialized training for the armed forces, now switching to the question of postwar compulsory military training. A vast amount of the "hand-outs" from colleges and universities emphasizes the patriotism shown by the institution in helping Uncle Sam in the emergency. Often it is tinged by news of certain "planning for the post-war world."

4. Spectacular and often ill-informed

¹Wilmette, Ill.

local news stories, especially in the metropolitan press, on the fads and foibles of societies, associations, unions, and aggressive "leaders."

5. Spurts of comment on the prose and contras of federal aid to education and its "either or" corollary of federal control of the public schools.

6. A very limited amount of "public school" information in the popular magazines; instead chiefly lucubrations on the philosophy of the learning process and altogether inadequate discussions of whether work is any part of life and whether education in the public schools should or should not embrace life's laborious realities.

Asked why the middle-ground needs of the public schools were not reasonably portrayed in the popular magazines, a national figure in education said, "Well, most of us who write are college professors. And we naturally write about the field which concerns us most." Here is the rub. In contact with hundreds of active and practical school men, one observes their close application to their local jobs and their delegation to group leaders of many of the activities for which their own school experiences would best serve in public relations of state or national dimensions. Broadly what these better informed men know and do is subordinated naturally to their local activities from which they gain their livelihoods. They are themselves growing; they may be studying for higher degrees; they may need sabbatical years for development; and so on. Or as they attain to greater stature; they may sidle into college teaching, whereupon, if they write, it probably will be on the level of higher education or in the educational press. And the pity of all this is that, on the one hand, such men do not realize what they are withholding from the public, or the other, they bend to the "policies" of their institution, instead of lending their influence to create a bold and positive philosophy in public relations. So long as there is such a wide gamut to public education, the fact that classes in school publicity of many a teacher-training institution hold a mere handful of pupils instead of being crowded with school administrators, means that we shall continue to have our dead-ends in the cause of educational support and understanding.

College Publicity More Effective

In sharp contrast with these negative situations there are outstanding examples of full understanding of the potentialities of public relations techniques. One of the first manifestations of such understanding is the action of certain administrators to lead their official boards to come positively to grips with the question of what is to be done about the situation as school or college policy. One occasionally runs across a situation where a professional public relations expert has been retained

as a member of the staff. There can hardly be any objection to this addition in any private institution, for, the recruitment of students being one of the duties, results can be reasonably measured and the decision approved on "the profit motive basis." But here we envision this expert chiefly as a "one-way" purveyor of information. In the case of public schools and universities the question may easily arise as to whether the institution is justified in spending the public's tax money to "sell the public on its own wants." This outlook escapes quite the "two-way" objective by which almost as much information should come from the public as goes to it.

Not unusually the attitude of school boards and administrations is to "let sleeping dogs lie." If things are going well with the schools, why do anything more than aid in transient interpretations to parents exclusively? This keeps things going along pretty much on a *status quo ante* basis. Following this type of philosophy, instead of building up a surplus of good will for a rainy day emergency, a "campaign" is started only when, as and if something specific, like a new schoolhouse or a bond issue or an increase in tax rates, is needed. With this type of philosophy the administration permits such valuable community assets as the merchant sets down in his books as "Good Will \$1" to become a nullity. Thus there may be no reciprocal influences of local joint committees of citizens, boards, and teachers to discuss important projects. There may be no realization of the ways and means to make the community itself a greater educational factor for all concerned. There may be no distribution of printed policies of the school system, no intelligible annual reports, no attack upon local juvenile delinquencies, and drop-outs from school. There may be no effort to implant any conceptions of what it means to have bad school laws, bad school-district organizations, inadequate financial support, all eventually heading up into national problems of the lost national assets in waste human power. Always dead ends.

Where a real conception is implemented, the school system itself can often do the job almost unaided. One has in mind a conspicuous example in the recent occupational survey made by a cooperative staff of some ten districts in the Greater Kansas City area. Some three hundred teachers were specially trained to interview business and industry of the area and some five hundred men from business participated. The objective was to ascertain what local business wished from high-school graduates. But the contacts from such a cooperative enterprise must have been invaluable in public relations.

School Boards Need Information

Both state-wide and nationally, the profession sorely lacks both the imagination

and the facilities to lay down functional assistance where education most needs it. This is first with the school board and second with the people at large on the questions of state and national school policies. One has in mind that in the 48 states and islands there are great variations in policies, in methods of state controls, and in the compactness with which some commonwealths operate, contrasted with the extreme decentralization in others. Often the problems are just as grievous in magnitude as they are in multiplicity of details. It is one thing to contemplate the problems of Illinois with its 12,000 highly independent and separatist school districts, of which some 1500 operate no schools, or of Kansas with its 8600 districts about one third of whose schools are closed, and quite another to work with only 40 districts in Utah, 55 in West Virginia, or even 350 in Massachusetts.

Much has been said about the disclosures of rank illiteracies from the 1940 census, with 10,000,000 adults over the age of 25 years with reading abilities nil to fourth-grade levels. Much has been said about the wastes of human resources and the need for some sort of intelligible national and state policies in respect to them. But the public at large suffers in lack of information. This is reflected sharply in the halls of Congress and in many a statehouse when it comes to financial legislation.

One cause rooted in a bad habit which ignores public relations is, in turn, that fixed habit of thinking, easily understood, by which the hierarchies of education assume that when they dispense perfectly good conclusions from fine research activities and channel them only to state offices or associations, the material gravitates naturally to become effective in the local community and its public opinion. This emphatically is not the case. It is true that in the aggregate the professional workers, even down to classroom teachers, do imbibe much information. But if we consider the school board as any factor whatsoever in school policies, either good or bad, we also must recognize that by the time findings of the U. S. Office of Education or the National Education Association get to school boards the influence is so diffused as to be almost nil.

Reference need be made to only a few types of organized "anti" influence. The profession largely interprets any organized objection to philosophies, practices, and propaganda of the profession to be put out by "enemies of education." In many cases nothing could be farther from the facts. Doubtless there are organized actions in which the promoters are ruthless of what is hurt in their campaigns of objection. Doubtless also ineptness works damage indirectly. But again and again the actors are well meaning. Again, there are types of commentators who, try as they

(Concluded on page 68)

Some Characteristics of Guidance

Lt. H. M. Lafferty, U.S.N.R.¹

The policy of laissez faire as it relates to meeting a child's present and future needs has become increasingly obscure in our educational systems. Each year has witnessed an increase in education's belief that merely making educational opportunities available is not enough. There are the more important matters of (1) seeing that the educational opportunities to which each learner is exposed are consistent with that learner's peculiar abilities and needs as they relate to his social environment; (2) meeting each learner's abilities and needs with attention and respect; and (3) keeping in touch with the learner long enough and often enough to make sure his progress and adjustment in both in-school and out-of-school affairs are consistent with prevailing societal requirements.

Guidance, in its purest form, accepts the soundness of these three fundamental principles. In putting these principles into practice, however, schools must proceed cautiously lest the outcomes run counter to those anticipated. Past experiences have shown the following characteristics to be among those resulting from a too hasty approach to the installation of guidance services and as such constitute definite handicaps to any efficient and serviceable guidance program:

1. Lacks Clearly Defined Objectives

It takes more than the command to "establish a beachhead" for a landing party to get satisfactory results. Tactical planning, problems of supplies, communications, reinforcements, etc., must be worked out in minute detail before any orders for action can be given. The same conditions hold true in establishing guidance programs.

Sometimes there is a tendency for guidance programs to launch themselves without the benefit of careful, advance planning. The theory is that such a policy will inject a freedom of thought and action into the development of the program not possible where too many regulations and restrictions are set up in the early stages of installation. The notion seems to be that enthusiasm is the one basic element and that everything should be done to cultivate and preserve it. Later, in some mysterious way, order will eventually come to the front and all will be well.

The fallacy here is in the faith that enthusiasm begets enthusiasm. What happens is that enthusiasm, when not nourished by something more substantial, is forced to feed upon itself; in so doing

it exhausts its own strength. A project which starts out with the enthusiasm of its participants as the sole ingredient is courting disaster.

Planning of the most careful sort must precede any installation of a guidance program. This necessarily involves a study and evaluation of (1) the basic theories and principles underlying the whole field of guidance and their relation to the basic theories and principles of modern education; (2) the basic theories and principles governing the type or types of guidance being considered for adoption in the proposed guidance program; (3) the characteristics of the community and surrounding environments; (4) the needs of the personnel to be served by the guidance program; and (5) specific programs of guidance as they actually operate in other schools with particular reference to schools of comparable size and population characteristics.

With all of this information the preliminary work is not yet complete. There are the important jobs of (1) selecting the personnel to administer the program, and (2) establishing a reasonable degree of understanding and acceptance of the proposed program on the part of participating members of the instructional staff. Time and space do not allow for elaboration on this point. Suffice to say, too often the choice of guidance administrators follows traditional positions of school authority and fails to pick men who by training, personality, and experience are expressly qualified to serve. Similarly, full participation on the part of the entire instructional staff can seldom be realized at the outset of a guidance program and no decrees can make it otherwise. Bringing the school to a full-time, all-out guidance basis is necessarily a slow process and must be so recognized.

2. Overemphasizes the Mechanics of Counseling

In some instances counseling, in an effort to make its services more easily available to its clientele, has so speeded up its processes as to become impersonal in its relationships. Result, counseling is sometimes regarded as consisting chiefly of having the individual seeking guidance fill out one or more personal history cards and submit to one or more interviews. The data called for on the personal record card is highly objective and the time for writing in the entries is negligible.

Interviews are rarely longer than ten to fifteen minutes, during which time the interviewer is subject to interruptions by telephone calls, social and business prob-

lems of staff members, etc. The whole procedure is reminiscent of a race between barbers as to who will be the first to shout triumphantly, "Next customer!" Guidance on the conveyor-belt plan! Such a philosophy can only lead to confusion, frustration, and, in some instances, open resentment. The result is a frank skepticism of a service which is intended to give none of these end products.

The use of anecdotal record materials, because of the time required to obtain the necessary data, and because of their cumbersomeness in filing, has as yet not found the warm reception in practice it enjoys in theory. The arrangement and planning of interviews with the idea toward obtaining information not found on the personal history card has shaped up slowly. A similar fate has met the recommendation that individuals requiring guidance be interviewed at various stages in their progress through school and that such interviews be so handled as to permit a maximum degree of continuity. Unless interviews permit comparison with previous and/or subsequent interviews, much of the true value of this counseling device is never realized.

3. Places Too Much Importance Upon Objective Data and Recording Devices

The guidance worker has waged a relentless war on data which cannot be recorded by means of symbols. The ideal arrangement appears to be to reduce all necessary data to a single card. In sacrificing accuracy and counseling efficiency for ease in filing and assembling data, guidance has developed an index-card complex. The serious business of studying and analyzing human behavior has in some cases resolved itself into a kind of a game of "Bingo." Under "I"—physical appearance; under "O"—childhood diseases; under "6"—plans for the future. Only this time nobody ever really "Bingoed"—the numbers just keep coming up.

The logic and the need for resolving as much data as possible onto cumulative record cards is readily admitted, and a great deal of good has come from this procedure. Much of the data necessary in counseling, however, does not lend itself readily to the symbol type of record keeping which most guidance record systems feature, and guidance must accept that fact. Whatever facileness is lost in the filing, handling, and interpreting of data which can best be presented in descriptive and narrative style is offset by the greater confidence with which the counselor may approach his responsibility to those who use his services.

¹Bureau of Naval Personnel, Washington, D. C.

4. Spreads Its Energies Too Widely

Zealousness is a quality seldom lacking in a newly installed guidance program. The trouble is not in the presence of the quality but that the quality sometimes exists in too large amounts. In enthusiastically seeking to carry out their work directors of guidance programs sometimes assume responsibilities they are not capable of meeting.

The breaking down of guidance into several component parts such as educational guidance, vocational guidance, social guidance, mental guidance, etc., has given a needed definiteness to the field. One advantage of such a breakdown, which in itself is indicative of the complexity of guidance, has been to permit a better concentration of effort instead of riding off in all directions at once. Some guidance programs, however, have chosen to ignore this advantage and instead have felt impelled to participate in areas of guidance without first taking stock of their resources. This policy is reflected in the schools which (1) assume responsibility for *all* areas of guidance, or (2) assume responsibility for areas of guidance which other schools or agencies are better prepared to handle.

If the field of guidance is as specialized and involved as it lays claim to, the school which endeavors to take in all of the guidance functions is likely to find itself overmatched. In effect such guidance programs expect of a counselor the combined abilities of a registrar, a placement bureau, a psychologist, a psychiatrist, a Dorothy Dix, and a Harry Emerson Fosdick. All of this in addition to his regular teaching duties!

Similarly, the allocation of responsibilities comes slowly in some of our guidance programs. For example, in the larger school systems which include trade and vocational schools, the secondary schools more concerned with college preparatory functions oftentimes ignore the better ability of technical and trade schools to advise vocationally those who either are not going on to college or who intend to follow business or craftsmen trades after attending some institution of higher learning. This reluctance on the part of schools to examine critically their own limitations has proved to be one of the prime retarding factors in the entire guidance movement.

In Summary

In summary, the guidance program as it exists in many schools possesses a mixture of characteristics. The four just discussed have their human counterparts.

First, in its allergy to systematic planning, as reflected in the frequent absence of definite objectives, guidance shows itself to be something of a mystic. In some manner, no one knows exactly how, good is sure to come from a guidance program once it is launched. The fact

that such programs undoubtedly mean well is apparently guarantee enough of ultimate success.

Second, in subordinating thoroughness to speed and rigid adherence to the mechanics of counseling the guidance program exhibits traces of evangelists who measure the successes of their religious meetings in terms of the numbers of "conversions" made rather than the degree to which the "convert" practices the teachings of his faith.

Third, in reducing record keeping to symbols guidance is something of an efficiency expert. In giving the study of human behavior a highly objective turn, veneration for this approach has obscured its limitations and injected an impersonal quality into something which necessarily must remain warm and vital and humane.

Fourth, in spreading its talents too widely, and therefore too thinly, guidance

is something of a Charlatan. Conserving its strengths for those who stand in real need rather than endeavoring to be all things to all men is a lesson which guidance has yet to learn fully.

NOTE: The opinions contained herein are those of the author and are not to be construed as official or reflecting the views of the Navy Department or the naval service at large.

The school executive cannot afford to become a routineer. He must ever be a pioneer who is dissatisfied with conditions as they are. He must seek reforms, he must build for a better society, for better and more efficient human beings. He must not be satisfied with an education that develops only good citizens, economically self-sufficient men and women; he must seek to develop cultured and socially competent men, who are both God seeking and willing to work unselfishly for the welfare of mankind.



White Forest. After a storm the earth and all its trees are wrapped in a glittering mantle of white, that hushes every sound as though the world were listening for something.

—Josef Muench

A Practical Application of

Democracy in County School Administration Alvin E. Rhodes¹

(Concluded from November)

III. DEVELOPMENTAL STAGE

1. Discuss informally with teachers the proposed general plans

Machinery for teacher participation must not be set up before it is wanted. If no desire for it seems to exist, more preliminary work may be needed. The "sounding out" may be done through informal conversations with teachers, discussion of the subject in informal meetings and in other similar ways.

Linder² describes a questionnaire approach in which a number of vital administrative and instructional issues of direct concern to teachers were presented to the teaching staff. Out of the reactions grew a desire to do something about the problems, and this led quite naturally to the development of necessary machinery for staff cooperation. Whatever method is used, interest should precede action.

2. Establish a representative body

This might be accomplished by various methods, but an effective procedure is to establish a temporary body by administrative appointment which in turn establishes the permanent representative body. The sponsoring administrator may call together representatives of the various elements of the school system. This group should include building representatives, grade representatives, members of the superintendent's staff, representatives of professional groups and teacher organizations, and others who represent particular interests among the county teachers. After electing its chairman and other necessary officers, the group should discuss in some detail the entire proposal for teacher participation in policy making. Several meetings may be needed for the work of this group, but they should be as few as possible and spaced so that they will not work a hardship on those who must travel to attend them. A liberal use of time in this process will help rather than hinder, provided action is not allowed to die, for it will give ideas and plans a chance to be carried back to teachers throughout the county, and for the reactions of teachers to be reflected in the thinking of their representatives.

The temporary council should include four major topics in its deliberations.

a) It should define the general responsibilities of the permanent council, at least

as a basis for action until the latter becomes active.

b) It should plan the general organization, size, representation, and other details of the permanent council.

c) It should decide upon the method of electing representatives to the permanent council.

d) It should formulate any recommendations concerning policy or practice that should be considered by the permanent council as soon as it is organized.

When elections have been held according to the plans of the temporary council, and the permanent body has met and elected its officers, the basic machinery for teacher participation may be considered to be established and the next steps of development are in order. It should be understood that the new group is not bound by any decisions of its temporary predecessor. It has full authority to formulate final policies and procedures, even though this involves changes in the methods of election, representation, and other items previously agreed upon.

3. Define responsibilities of the council

The first task confronting the permanent advisory council is to arrive at a clear understanding of its responsibilities, privileges, and spheres of action. This already has been done in a general way by the temporary council, but these understandings must be reduced to specifics by the working body itself if it is to avoid inefficiency and misunderstandings. The council should meet with the superintendent's staff, the county board of education, and any others with whom responsibility is to be shared. Together these groups must consider the following:

a) The functions and legal responsibilities of the county board of education which cannot be delegated (e.g., teacher certification), and those which may be exercised cooperatively (e.g., course of study making)

b) The functions, duties, and authority of district boards which must be exercised independently (e.g., raising money), and those in which advice of teachers may be helpful (e.g., selection of school furniture)

c) The functions and responsibilities of the county superintendent which are not subject to local policy (e.g., financial accounting), and those in which policy may be determined with the help of teachers (e.g., organization of the supervisory program)

From the consideration of points such as

these there must come a clear understanding of

a) The limits set by law upon the possibilities for teacher participation in the policy-making functions of the various administrative bodies and officers

b) the extent and manner of cooperation to be exercised between the county board of education, the county superintendent, and the council

c) the advisory functions that the council will exercise in relation to the district boards

d) the particular areas of policy making in which the advisory council may participate best. In a county school system these probably would include, among others

1. Curriculum building and policies of instruction

2. General policies of supervision

3. Selection of supplies and equipment

4. Certain aspects of finance

5. Pupil welfare

6. School and community relationships

7. Some aspects of general administration

4. Establish general policies

The general policies which are to govern operation of the advisory council should not be too formalized, especially for small groups. However, it is an aid to unity and consistency of action if early in its life the advisory council debates and agrees upon the general policies it wishes to follow. These should be put into writing, not only to clarify the thinking and understanding of council members, but for the information of all county teachers. This will help teachers to understand the functions of the council and to know their relations to it. The following examples of policy statement reflect the basic principles of teacher participation and fit the characteristics of a county situation.

a) Teacher participation in policy making is based upon the democratic idea of cooperation rather than the more mechanical concept of co-ordination.

b) It is the purpose of the advisory council to bring to the educational program of the county that creative spirit, intellectual strength, and unity of action that comes only from group efforts. It will also serve to provide opportunities for individual expression and cooperative action which will preclude need for pressure group tactics.

c) Consideration of any issue will be preceded by systematic efforts to secure all available information that is pertinent to the question, and all facts and opinions will be given consideration in deciding upon recommendations.

d) All participation in policy making will be strictly impersonal. The welfare of pupils, of the schools, and of the general body of professional personnel is the primary consideration.

e) All persons concerned with the execution of a policy will have an oppor-

¹San Luis Obispo, Calif.

²H. Linder, "Neglected Areas of School Administration," AMERICAN SCHOOL BOARD JOURNAL, 98:50-1, April, 1939.

tunity to share in its adoption. It is expected, in turn, that each will lend full support to its execution.

f) Participation in policy making is voluntary, but all persons who are concerned are invited to take part through the regularly established channels to the extent of their opportunities. The educational program is improved only as each person brings to the consideration of issues the utmost of his ability, understanding, training, and experience.

g) The council is concerned with assisting in the determination of policies and with the solution of problems of major importance. The execution of policies and treatment of questions of detail are the province of those charged with executive responsibility.

h) Those in executive positions are recognized to have full authority necessary to meet the responsibilities that have been delegated to them, but all executive acts should be subject to review in terms of adopted policies.

i) It is recognized that executive officers should act independently of the council in emergency situations or at any time that quick action is called for.

j) In undertaking to share in policy making on behalf of the teachers of the county, the council recognizes its responsibility for the acts and recommendations that it authorizes.

k) Council action may be initiated or may be referred for staff approval upon request made through regularly established channels by any qualified person or group.

l) The need for constant improvement of methods by which teachers may cooperate in the determination of administrative policy is recognized, and suggestions concerning this are always desired.

5. Establish standard procedures

This may be accomplished by formulating a statement of standard methods of operation which would serve the same purposes as a constitution. Unless the group feels that it is necessary, this need not be very formal, but such points as the following should be covered by standard practices: As in the definition of the council's responsibilities and spheres of action, and in the statement of general policies, the standard methods of procedure should be expressed in writing as a guide for council members and for the information of all teachers.

a) Size of council and basis of representation

The group should not be too large for effective work, probably not over twenty, and fewer if possible. On the other hand, there must be ample representation. These two considerations must be balanced against each other when planning the basis for the selection of representatives. Representation may be by schools (e.g., one representative from each school of five or more teachers and one for every ten

teachers in the remaining smaller schools), by supervisory districts, by groups as organized for teacher meetings, by professional organizations, or by combinations of these methods. Other plans might be considered.

b) Elections

Elections should be easy to administer and close to all teachers. A definite policy on terms and replacement of council members must be established (e.g., members may be elected for two-year terms so adjusted that half of the group is replaced each year).

c) Organization

Council offices must be established and a policy adopted regarding committees. Probably the only officers needed would be a president, a vice-president, and a secretary. Regarding committees, Loomis³ reports that standing committees generally should be avoided. Instead, special committees may be appointed as needed. He found only two standing committees to be desirable; one on rules, whose main responsibility was to prepare the docket for each meeting and to see that it was distributed a week in advance of each meeting, and another on committees authorized by the council. The latter, in addition to setting up temporary committees, nominated the committee on rules, which was then elected by the council. The desirability of such procedures would depend upon the size of the organization. In general, the size of working committees usually should be small, three to five members being enough for most purposes.

d) Schedule of meetings

A regular time for meetings should be set, not only to guarantee ample time for the work of the council, but to make it possible for interested persons to attend meetings without having to depend upon notices of individual meetings. Any special meetings should be announced well in advance. Meetings should not be held so often that they become a burden to those who must travel very far to attend them. Since the council is chiefly concerned with matters of major policy, bimonthly meetings may be sufficient, although local need and experience will provide the best answer to this question.

e) Records

Procedures for maintaining full records of all council meetings and actions must be established at the outset. A regular system of checking should assure their accuracy and completeness.

f) Reports of Activities

It is most important that all teachers be regularly informed of the problems considered by the council and of the actions taken by it. Regular procedures for circulating this information to teachers must be set up. Sometimes existing channels of information, such as a county school

bulletin, may be used. If nothing of this type exists, a short duplicated letter may be distributed after each meeting.

g) Provision for initiative and referendum

Simple means for extending initiative and referendum privileges to all teachers should be established.

Experience in a particular situation will indicate other procedures that should be standardized for the benefit of the council as well as of teachers in general. It is important that organization be definite, but it is also essential that it not become so involved that it is burdensome for teachers to operate. Most teachers are willing and anxious to assist in any cooperative enterprise, but there are limits to time and effort beyond which they cannot go. This is particularly true in rural areas where the duties of teachers are unusually complicated and communication is difficult.

In spite of the peculiar difficulties which confront teacher participation in policy making in county school systems, this activity can be carried on successfully with real benefit to all persons concerned. The steps of development that have been outlined illustrate the process by which machinery for such participation may be erected and set in motion. From this point forward successful operation depends upon how thoroughly everyone involved understands and practices the fundamentals of democratic living. Thus, we find that the first step described, the development of simple democratic relationships and processes, involves the most important and persistent principles — principles which are fundamental in all relationships from the simplest to the most highly organized.

The nature of the situation in county schools is such that the initiative and guidance in establishing democratic administrative processes usually must come from the administrative officer. If it is argued, as it truly can be, that administration by participation requires of the school executive greater skill, effort, and time than administration by authority, it may be replied that the heart of any job demands the most dexterous manipulation and arduous labor. It is only as one hesitates on the fringes of a job, busying himself with minutia and failing to come to grips with the main issue, that the task remains uncomplicated.

In this case the efficiency and growth of teachers, and the resulting richness of their service to children, constitute the main issue. Since these qualities thrive upon self-direction and creative experience, the provision of opportunities for teachers to share in the direction of their own work becomes the most important concern of educational leadership. To shirk this responsibility is to dodge the main issue and thereby lose the greatest opportunity in administration.

³Arthur K. Loomis, "Democratic School Administration in Practice," *Elementary School Journal*, 41:422. February, 1941.

Organized Bedlam

Lawrence B. Perkins, A.I.A.¹

Ninety children of nursery-school age can make a great deal of noise at one time. They can also cause a great deal of confusion. They accomplish both of these at the Hyde Park Nursery School, 5442 Lake Park Avenue, Chicago, Illinois, but in a constructively directed way that reveals the fact that a successful organization is behind this project.

The nursery school, with an enrollment of 116 children and a long waiting list is the result of the efforts of a group of community-minded citizens, who saw the problem of their neighborhood and worked hard enough to meet it. In 1939 they opened the Hyde Park Nursery School, to reduce the alarmingly high rate of child delinquency by providing adequate care and proper supervision for children. "The school was housed in the Hyde Park Neighborhood Club. The enrollment was small, between twenty and thirty children from the ages of two to five years. They were given six-hour day care. An admission committee selected the children from low-income families. The homes were visited and certain minimum health standards were set. For several years the mem-

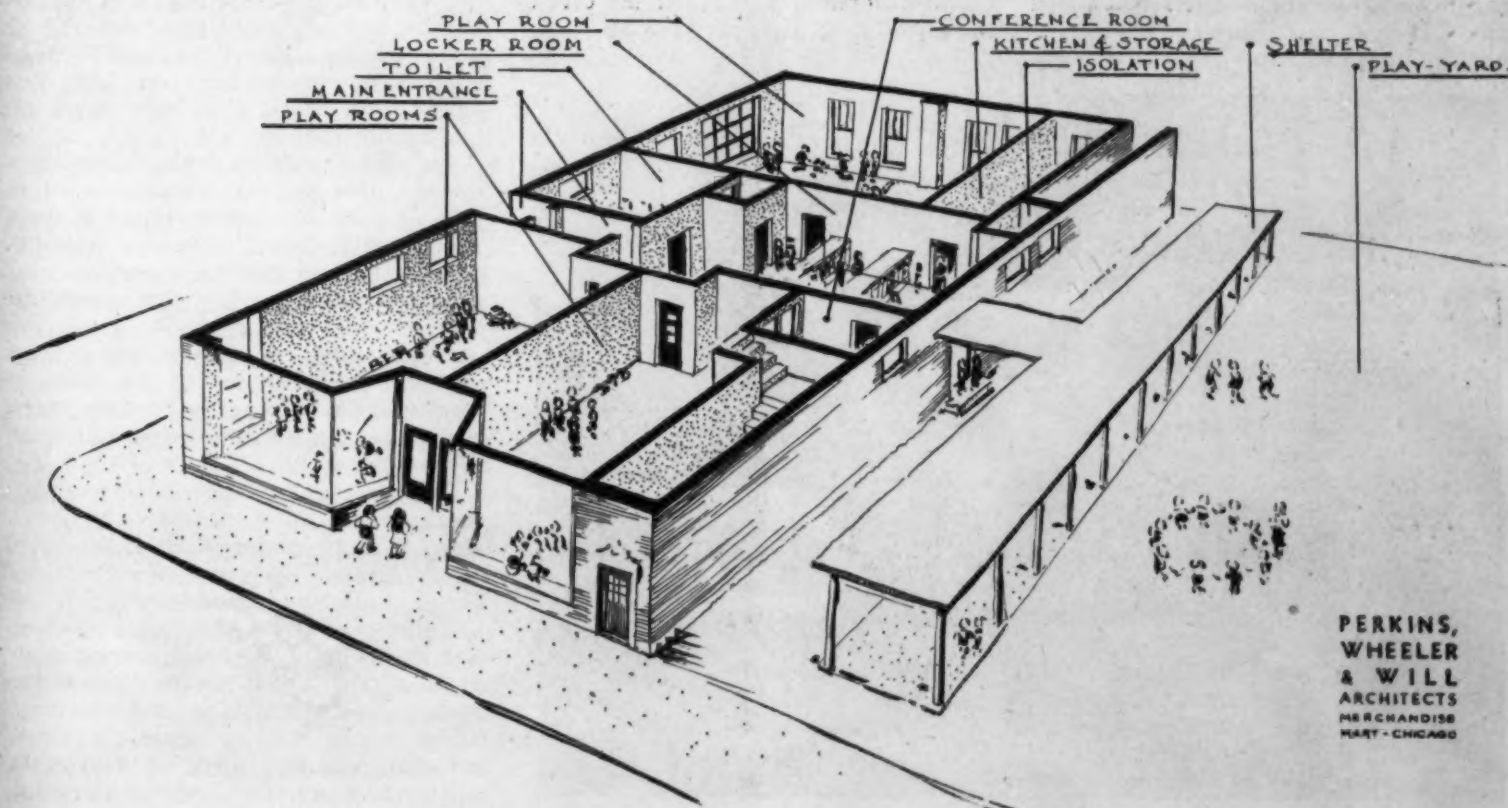


Play, work, and rest are daily activities.

bers of the Hyde Park Nursery Association supported the school with individual contributions and semi-annual rummage sales. But the enrollment of the school grew steadily, until there was a large waiting list, expenses increased propor-

tionally." When war broke out an added strain on the already overcrowded facilities was felt. Mothers of young children were going into industry, more space was needed in the nursery school for full time supervision. A new location for the school

¹Mr. Perkins is a member of the architectural firm of Perkins, Wheeler and Will, Chicago, who have been responsible for a number of modern school buildings erected in the Middle West.—Ed.



PERKINS,
WHEELER
& WILL
ARCHITECTS
MERCHANDISE
BART - CHICAGO

The architect has utilized every bit of the available space.



Group and individual activities are encouraged.

had to be found with quarters that would meet Federal requirements, under the Lanham Act, and house double the num-

ber of children already under the care of the Hyde Park Nursery Association.

A committee set to work to canvass the

neighborhood to rent a large building. Of all the property owners contacted none would rent to a nursery school. The only alternative was to buy. An old store building afforded a good location, strong construction, and an adjoining vacant lot — nothing else. With nothing but sheer courage, the property was purchased in June of 1943. Remodeling began at once. The dreadful, dismal, depressing store became a thing of cheerfulness and brightness with all the gaiety that should be part of children's lives. We made the restaurant into two playrooms; a third playroom was made out of the rooms at the rear of the building; locker room, toilet facilities, kitchen, isolation and conference rooms were evolved.

The adjacent lot was leveled, tan barked, and furnished with modern play equipment. A loggia connects the outdoor and indoor areas. This "new" building was formally opened in October, 1943.

Working to accomplish this opening date was as gratifying an experience as an architect can have. These people had the courage of their conviction, and what they lacked in the way of immediate funds and equipment they made up with effort and perseverance. They were working for a thing in which they believed. They knew it would work and they made it do so.



The children are taught order and system in dressing and storing their outdoor garments.

From the initial purchase of the discouraging property down to and including the details of each room, they worked with us and we worked together. The architects worked with the ladies of the board in designing the draperies; in fact, we cut out elephants, trains, and rabbits, and the ladies of the board appliquéd them to the curtains.

There is just that continual oneness in the whole project.

Today, on entering the building you are met by the joyous, high pitched voices of children having a good time. The entrance takes you past a supervision desk where children are signed in and out as their parents leave them and call for them. Beyond these are lockers consisting of wooden pigeon holes about the height of an eight-year-old, with a bench just off the floor where children may sit down to put on their rubbers and start to put on their leggings. Below this bench is individual storage space for rubbers, above it is a wooden peg for coats and jackets.

Leading from this locker room we can go into three playrooms—a red one, a blue one, and a green one. In the blue room are large work tables with various activities carried on simultaneously so that a child may wander from clay modeling, to bead stringing, to a story telling or reading table as he chooses. The three playrooms are similar.

At noon a hot lunch is also served at the work tables. Breakfast and an afternoon snack consisting of fruit juice and crackers, also cod-liver oil becomes part of the daily routine.

Each child in the room has his own individual cot and sheet and blanket, and naps are the order of each day. The cots fold away into storage racks when not in use, which permits free floor area for active games. This use of cots works so well that one evening a bright young thing was reporting his progress in school. He had received his first exemption: "Yes, I rested so well today that I am exempt from rest tomorrow."

Some of these children are there twelve hours a day. The school is open from 7:00 a.m. until 7:00 p.m., six days a week. The staff is composed of twelve professional teachers and volunteers trained under O.C.D. There is a part-time social worker who visits the homes in order to educate the families and secure their cooperation in carrying out the program. In order to raise the health standards, medical check-ups are given by a nurse when the children enter the school and weekly thereafter.

Mothers of children in attendance pay fifty cents a day, which goes to the Latham Act Fund. If the mother is unable to pay, the Hyde Park Nursery Association does so.

Recently a survey was made that indicated that older children in the district were badly in need of supervision. The Hyde Park Nursery Association then

undertook to include an older group in its program. In July of this year "play extension" was started. It provided facilities for children who were given hot lunches and all-day care through the summer. A vacant lot was rented for outdoor play. The second floor of the building has been remodeled to provide facilities during the winter months.

It should be evident from this summary that this nursery school has made and is making a real contribution to education. To accomplish this the greatest

asset has been willingness—a willingness to work together, to help themselves and to pursue tirelessly the objective of accomplishing a well run nursery school.

The architectural contribution in this case has been small; it is mostly a matter of color transformation, cabinet and utility detailing and the sharing of the belief that "the Lord helps those who help themselves." This school is a glowing example of what can be done by not being helpless but by seeing a need and meeting it yourself.

Cooperative Superintendent-Principal Relationships

Ralph D. Purdy¹

The administrative neophyte, upon entering a new school system as superintendent, is confronted with the problem of establishing a functional relationship between himself and the principals within the school organization. He must assume leadership in the formulation of such policies and procedures, maintaining a democratic approach in securing active and constructive support for the program. What should be the basic principles underlying this relationship?

The present problem was worked out in the following manner in a school system located in an Ohio city of 10,000. Three steps were taken prior to the formulation of a tentative program: (1) A study of past administrative relationships was made in an effort to determine the "administrative atmosphere" currently affecting the attitudes and points of view of respective staff members. (2) Current literature was read to ascertain the point of view of the profession concerning this problem.² (3) Selected principles were then given functional interpretation in terms of the superintendents training and experience. A tentative statement of basic principles underlying superintendent-principal relationships and the duties of the principalship was drafted and presented to the principals of the city for their evaluation, revision, and approval. It was understood that the principles were, and will continue to be, subject to revision at any time by a majority vote of the administrators.

I. The Superintendent

The superintendent is the executive officer of the board of education. In this

¹Superintendent of Schools, Conneaut, Ohio.

²Two publications were especially helpful: Jacobson, Paul B., and Reavis, William C., *Duties of School Principals*, Prentice-Hall, 1941; pp. 35-43.

Reavis, William C., Bolmeier, Edward C., and Stumpf, Wipert A., *Relations of School Principals to the Central Administrative Office in Large Cities*, Bulletin of the Department of Secondary-School Principals of the National Education Association, Vol. 21, No. 66, April, 1937.

capacity all departments of the school system are directly under his control, subject to the approval of the board of education.

II. Duties of Principals

A school epitomizes the principal through his enthusiasm, his vision, and the quality of his preparation for the job. The success of a school program therefore depends more upon the principal than upon any other person in the entire school organization. He should have charge of the general administration and supervision of his school with freedom to initiate and execute a planned program, limited only by the rules and regulations as may be prescribed by the board of education and interpreted by the superintendent of schools. His efforts should be directed in a cooperative, constructive manner for the improvement and co-ordination of all policies and regulations which may be initiated. It is very important for the smooth functioning of the entire school system that such policies and regulations be carried out in spirit as well as in letter to the end that the outcomes of the educational program may be fully realized.

III. Relations Between Principal and Superintendent

No school system can function successfully with two heads. Therefore, the principal should be delegated the full responsibility for the operation and management of his school, empowered with appropriate authority to execute his approved program, and then be held strictly accountable for the results.

The superintendent's responsibility begins with an interpretation and classification of the policies, rules, and regulations of the board of education and of the adopted policies of the administrative program. He functions in an advisory capacity only, as the principal evolves and defines the program for his school. His respon-

sibility culminates in an evaluation of results of that program for which he is accountable to the board of education.

The formulation of the administrative program just mentioned and of general educational policies should be the product of the cumulative contributions of the entire administrative staff. A sound school program can be formulated and maintained only when the best thinking and wisdom of all staff members contribute to its construction and operation. Once adopted, it becomes the superintendent's responsibility to provide for its effective functioning within the school organization.

The principal should consider himself the professional representative of the superintendent within his school, and an administrative adviser to the superintendent in matters pertaining to his school or as he may be called upon to contribute to general school policies and procedures. The superintendent, or those appointed by him, should develop a supervisory program for the purpose of improving instruction and for supplying the principal with facts that will enable him to supervise his school more effectively.

The spirit of democratic participation in school administration should prevail at all times on the part of both the principal and the superintendent. There should be an ever present desire to be mutually helpful. The best interests and welfare of the school can only be served through complete cooperation.

IV. Administration of Teacher Personnel

Although the appointment of teachers is made by the board of education upon the recommendation of the superintendent, the principal should participate in the selection of teachers to the extent that it is possible for him to do so. The teacher performs her duties under the supervision of the principal; and if the principal shares in her selection there results a greater feeling of responsibility in assisting her to succeed or to secure higher attainments than might otherwise be the case.

Even though the teacher is responsible to the principal, the democratic concept of school administration should prevail in principal-teacher relationship and in the planning and execution of the program of the school. A thousand men may individually try to lift a two-ton weight and fail, but fifty could cooperatively transport it with ease. So it is with the organization of a school program. The cooperative efforts of all will achieve eminent success for a school system.

V. Pupil Administration

The administration of pupil personnel is one of the principal's most important duties. Every activity of the school should be justified in terms of pupil needs, or in answer to the question, "What is best for the child?" To this end the principal must provide for and be held accountable for

a program that will provide the best training possible for the youth under his leadership. After approving the program, the superintendent should give full and co-operative support in its execution.

VI. Supervision of Instruction

Supervision for the improvement of instruction is one of the major responsibilities of the principal. While he is indirectly responsible for this duty within his own school, he should have cooperative responsibility with other principals and the superintendent and his staff for studying and analyzing the needs of the curriculum, curriculum materials, and methods of teaching. The training of every qualified principal includes preparation in these fields. A city school system will profit materially from the cooperative thinking and planning of these professional people in one of the most important and significant aspects of the school program.

VII. Noninstructional Activities

There are many noninstructional activities which come under the direct responsibility of the principal, or those delegated by him. These include such broad fields as the program of guidance, the keeping of complete and accurate records of pupils and personnel, extracurricular activities, finances, instructional supplies, parent-teacher associations, and many others. Such activities should be in keeping with the basic philosophy of the school and with the general planning and program as may be adopted by administrative organization (of which the principal is a voting member) for the city as a whole.

VIII. The Professionalization of the Principalship

The principalship is a profession to the extent that each principal recognizes and makes it such. The degree to which the principalship is professionalized will determine in a comparative manner the confidence, assurance, and pride with which pupils, teachers, parents, and the community at large pay respect and allegiance to him.

As the professional representative of the superintendent within his school, he should try fairly to interpret the policies of the board of education and of the central office to his teachers and to his community without regard to his personal views. The central office should in turn respect the professional views of the principal.

It may be generally stated that school principals are recognized as the responsible heads of their schools by the central administration to the extent that he is guided in his general relations and in his organization and administration of his school by principles of professional ethics. Unprofessional practices in any position invite certain degradation as a professional officer and a debased professional status for

himself as well as for his position which he should honor.

IX. The Principal as a Leader in His Community

Community support of the schools can be greatly enhanced through a planned program of interpreting the school in all its aspects to the public. The principal is in an admirable position to do this effectively within his own district. He should, therefore, be given a relatively free hand in the planning and execution of a public-relations program, which, of course, should be in harmony with the policies and plans for the city as a whole. It is the superintendent's responsibility to co-ordinate such a program.

To the extent that a principal's constituency can place confidence and faith in him and his policies, so will community approval and support grow in favor of the schools. This way the principal becomes the respected and revered educational leader in his community.

The foregoing interpretation of superintendent-principal relationships brings to light certain basic principles which undergird a functional, cooperative approach to this fundamental aspect of successful school administration. The following statement of such basic principles was formulated as a foundation for a more formal statement of superintendent-principal relationships in the Conneaut city schools. It has been approved by the board of education and adopted by the principals in one of their regular meetings.

BASIC PRINCIPLES OF SUPERINTENDENT-PRINCIPAL RELATIONSHIPS

1. The superintendent is the executive officer of the board of education. In this capacity all departments of the school system are directly under his control, subject to the approval of the board. The "line and staff" type of organization shall prevail.
2. The principal is the professional representative of the superintendent in the local school.
3. The principal's administrative relations with the superintendent shall be direct.
4. Neither authoritarian nor "laissez-faire" management will provide the type of leadership or control needed in order that a school system may realize its objectives. It shall, therefore, be the policy of this administration to endeavor to secure democratic participation in the formulation of the school program. To this end the principal may and should exercise influence in the formation of new policies, in the modification of established policies, and in acquainting the superintendent with the needs and problems of the local school. Such an exchange of opinions may be made possible through both informal and periodically held meetings.
5. The superintendent accepts the responsibility for motivating the professional growth and development of staff members, for developing an "esprit de corps," and of being a unifying influence in the administration of the schools. The principals accept the responsibility for promoting and developing these same objectives within their own faculties, which shall be in harmony with the general administrative policy, and adapted to the needs and opportunities peculiar to their own schools.
6. The door to the superintendent's office will always be open for a visit by the principal.
"As the principal, so the school."

A School-Building Custodial Survey for Syracuse, New York

Harry P. Smith, Ph.D.¹

The Syracuse public school administration recently raised the question of the adequacy in point of numbers of the custodial service of the 48 school plants of the city. As new buildings had been constructed or additions erected, increases were made in the staff with little, if any, reference to standards. The buildings varied in age from a few years to fifty years, in size from eight-room elementary schools to secondary schools housing in excess of two thousand pupils, and in type from old plants of brick and wood-joint construction to the most modern type of fireproof structure. The question was ultimately raised whether the custodial staff was too small, or too large; whether individual plants were understaffed or over-staffed. No positive answer was available.

This led to a commission to the Research Division to study the entire situation intensively and to recommend the custodial service necessary for each plant. A survey of the literature extant seemed to indicate that floor area was almost universally used in assigning custodial help. But there was wide variation in practice, one extensive report² from large cities showing a range from a low of 5600 square feet of floor area to 77,299 square feet per worker, with an average for all cities of 18,627. Other reports showed great variability.

It was evident at once that no single standard could be applied to the plants of this city. Such a plan tended to oversimplify the problems. The variability among the structures was too great. New buildings and old; elementary and secondary schools; plants in factory sections and in residential areas—could not possibly be measured by a single norm with results universally acceptable. Another approach was required.

Phases of the Study

The first phase of the study was to obtain accurate information on the buildings to be serviced. For an earlier study the Research Division had measured every instructional room in the school system to the nearest inch so that the floor areas of this type were available. This was supplemented by similar measurements of all other spaces in the school plants requiring any kind of custodial service, such as corridors, offices, clinics, lavatories, stairways, etc.

The spaces thus measured were divided into eleven categories with a twelfth,

"other spaces" which could not be classified under any of the eleven. The following are the types: offices, nurse and rest rooms; classrooms; auditoriums, and balconies; gymnasium; playrooms and corridors; industrial arts and vocational shops; science laboratories; household arts laboratories; stairs, landings, and entrances; toilets; dressing rooms and showers; book and storage rooms and other spaces.

The next problem was to establish valid standards of custodial service in terms of time required for various tasks and the frequency of their performance. The best work of this sort as far as the writer has been able to ascertain has been done by Conrad Pykoski,³ of the Minneapolis schools. He and his staff analyzed in great detail the activities of their custodial forces. They listed all possible jobs necessary to be performed in the various types of space, the frequency of performance, and the time involved in the performance of each. Since over a long period of time the custodial personnel of his school system has been specifically trained in a school established for that purpose, it was assumed that their practices represented a high level of performance.

Finding Valid Time Bases

In studying Pykoski's work it was discovered that sweeping of floors was a common factor and an activity performed very frequently. The ratio of the yearly time required for this activity to all custodial activities was determined for each type of space. For example, the sweeping of classrooms for a year constituted 30 per cent of the time, the other 70 per cent being devoted to all other activities.

At this point it was necessary to make an assumption; viz., that, by and large, the school plant of Syracuse would compare on the whole very favorably with that of Minneapolis in type of construction, and in fixed and movable equipment. But before the Minneapolis ratios could be applied to Syracuse it was necessary to determine whether the two cities were similar with respect to the frequency of performance of the major custodial jobs in each type of space. To obtain this information a study was made of the so-called "repetitive factor" in a sampling of plants consisting of twelve elementary schools, six junior high schools, three senior high schools, and the school for physically handicapped children. It was

found that this factor was so similar for the two situations that the ratios were valid for Syracuse.

But in another respect the two situations were not identical. The Minneapolis staff represented a trained group working under conditions carefully supervised, while the Syracuse staff worked under conditions not so carefully controlled. It was felt, therefore, that the time of the local group for given activities would be somewhat greater than that of the other. The custodians of five school plants were asked to record on three typical school days the exact time required by competent workers to sweep areas representing each type of space previously mentioned. Typical days were emphasized because work may be increased due to bad weather, or even decreased under exceptional conditions. Three days, rather than one, were used so that the mean time might be secured thus caring for the day-to-day variability due largely to chance factors.

Standards for Syracuse

As a result of this work Syracuse standards for sweeping each type of space were found and were expressed in square feet of floor area per minute. The standards adopted represented, in most cases, *best practice* rather than *average practice*. The assumption here made was that what can be accomplished in one school can be approximated in others, particularly if differentials are set up for variables, such as age, type of population served, and environment of the plant, which may affect the work.

In general the Syracuse standards were lower than those of Minneapolis—an outcome which was not surprising under the circumstances. For example, the Syracuse standard for sweeping classrooms was 70 square feet per minute in contrast to the Minneapolis standard of 80 square feet. But it was still assumed that the ratio of sweeping each type to all custodial activities remained constant in both situations.

The next step was to select a unit of measurement which could be used to determine the personnel necessary for each building. The man-power unit was adopted. It was defined as 52 weeks of 44 hours each, deducting a vacation of two weeks and four nonschool time holidays, a total of 130,080 minutes which for convenience was rounded to 130,000. The other holidays are included in the school year which in New York is legally 190 days.

Computing the Man-Power Units

For the computation of man-power units for care of building spaces a form was developed on which all the data for a building were shown by types of space. The area of each type was divided by the Syracuse standard per minute for sweeping that type, thus giving the time required for one sweeping. This was then multiplied by the repetitive factor, giving the minutes

¹Professor of Education at Syracuse University and Director of Research for Syracuse Schools, Syracuse, N. Y.
²Rogers, J. F., *School Custodian Bulletin* 1938, No. 2, U. S. Office of Education, Federal Security Agency.

³Pykoski, Conrad, *Method of Calculating Public School Janitorial-Engineering Man-Power*, Board of Education, Minneapolis, 1935.

required for sweeping that space during the entire year. This product was then divided by the ratio of sweeping to all custodial activities for that space, thus giving the minutes per year required for all activities in that space. The total required for the eleven types was the total for the building.⁴

To compute the man-power units for care of the heating plant the first fact to determine was the length of the heating season. For Syracuse the period of time agreed on was seven months, thus providing service during the entire school year except September, May, and June. If this assumption is correct and the fireman must devote his entire time to the care of his heating plant, this represents approximately 6/10 of one man power for one employee. *It is assumed that the rest of his time is devoted to other work about the plant, thus utilizing the fireman full time.*

It is clear that several large buildings which are utilized for school activities many hours of the day, necessitate the services of more than one man. In the event that a second man is required full time it is assumed that he is needed but five months of the year. His services as fireman represent, therefore, 4/10 of one man power. The real problem, however, is to determine at what point two firemen are needed rather than one, and at what point again the fireman's job can be handled on a part-time basis by a member of the laboring staff. The boilers are all low pressure, and hand fired except in five schools.

Standard for Firemen Needed

For this the most definite standard is again Pykoski's⁵ which he states as follows:

Tons of coal burned per year times the time factor of 100 minutes per ton of coal fired gives the actual time required to take the coal from the coal bin and put it in the furnace; stoke the fire; blow down the boiler; water glass; test boiler water; test the safety valve; take the ashes from under the boiler; put ashes in ash room and scrape boiler tubes.

This unit was used with some allowance favoring the Syracuse personnel because of difference in the type of fuel used, thus giving the man-power units necessary for handling the heating plants.

For care of the lawns use was made of the Hamtramck standard of 2000 square feet of lawn for 1/170 of one man-power unit. It was assumed that snow would be removed from the walks fifty times during the season of snowfall, and the man-power units for that activity were computed after careful estimates of the amount of time

required to remove an average fall of snow from typical walks on school property.

The sum of the requirements in man-power units for all these activities gave the total man-power requirements of each plant, and for the entire system. These totals were rounded to the nearest whole or half unit, to which the Syracuse system can adjust readily because of its policy of employing cleaning women on a part-time basis.

The man-power requirements were based on full utilization of each plant. When part of a plant is closed by official action there should be a reduction in janitorial staff—perhaps not proportional to the loss in registration and the classroom space abandoned—but nevertheless a reduction.

Adjustments to Plant Age, etc.

It is frequently contended that the age of the plant, its general environment, and the school population served tend to make for differences in the janitorial work. For example, a factory environment is presumed to add to the job of cleaning. A poor school population from an underprivileged neighborhood is presumed to carry in more dirt and thus increase the work. And, finally, an old plant, it is asserted, requires more time for cleaning than a new one.

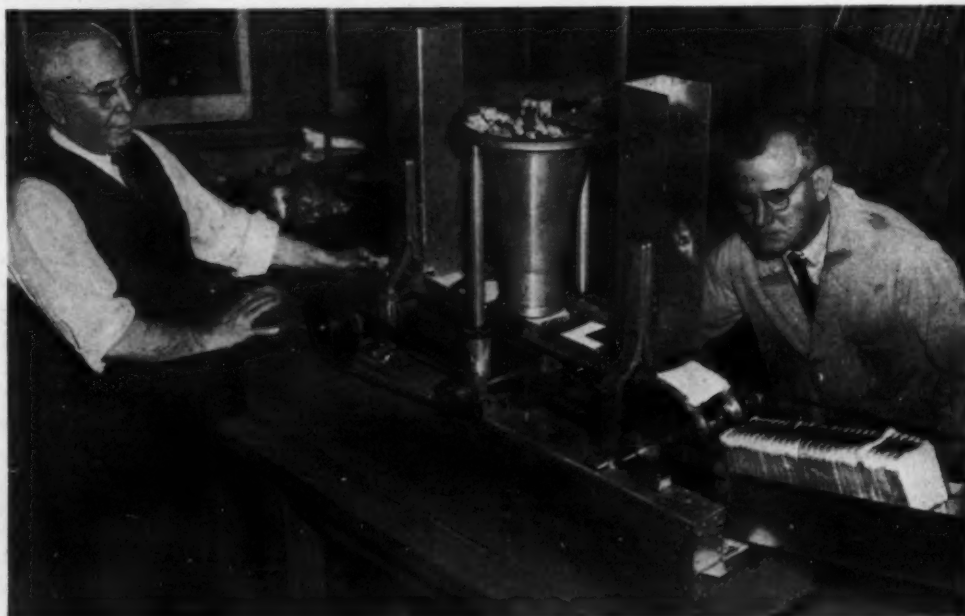
This last factor may be automatically adjusted by the fact that a new plant has many more facilities and "gadgets" to be cared for than an old one. From our study of the repetitive factor in Syracuse no substantial differences were found which could be attributed to any of these. In

fact the two plants in which corridors were swept most frequently were in high-class residential sections.

But to make sure that no important considerations were overlooked the director obtained three independent ratings of each building on the three factors: condition of the plant, environment, and population served. For a few buildings rated low by this method increases in staff over the number found by the plan of study were recommended.

The study revealed several significant facts. First, the plant was overstaffed by seven and one half per cent. But while many buildings were overmanned some few did not have enough custodial help. Second, there was very little use of mechanical equipment such as scrubbing machines, power lawn mowers, power hedge trimmers, portable vacuum-cleaning machines, vacuum eraser cleaners, and motorized snow-removal equipment. Third, the variations in time required to do given types of work under similar conditions and in the "repetitive factor," suggested strongly that the city had—not one system of administration and supervision for custodians—but one for each building.

The program projected as a result involves the readjustment of staff to conform to the man-power requirements set up. This is being effected by retirements, deaths, and resignations. As soon as possible mechanical equipment will be made available. Finally, a centralized system of supervision with the training of new staff members in a school for custodial help is suggested.



SANDWICHES BY THE THOUSANDS

New York Has Machine for School Cafeterias

A machine which grinds out tasty sandwiches for New York high school pupils, at the rate of 3500 per hour, has been invented by three school employees headed by James Gallagher, custodian of the Brooklyn Technical High School, and is being manufactured for local school

use by the Bureau of Plant Operation and Maintenance under the supervision of Mr. Harold D. Hynds.

The parts for the machine are being made and assembled by vocational school students as a part of their practical shop courses. Sufficient machines are under construction to provide 90,000 sandwiches daily for 100,000 pupil patrons of the school cafeterias. Some 90 women who spent four hours daily making sandwiches will be replaced by twelve women operating six machines.

⁴For example, assume that the total area of classrooms in a building is 12,898 square feet. To sweep this at the Syracuse rate of 70 square feet per minute requires 184.25 minutes for one sweeping, or 35,008 minutes for 190 sweepings. But this activity is only 26 per cent of all activities performed in these classrooms during the year. Dividing 35,008 minutes by 0.26 gives 134,646 minutes or 1.04 man-power units for the year—the equivalent of slightly more than one man for this space alone. Each type of space was treated similarly.

⁵Personal letter to the writer.

Can a New World Calendar Facilitate School Administration?

J. W. Baldwin¹

The time and the opportunity have arrived to take advantage of the innumerable benefits to be gained by institutions, organizations, and individuals from a minor, though significant, revision of the current calendar.

The World Calendar Association, a worldwide, nonpolitical, nonsectarian service organization, has devoted more than a quarter of a century to research and investigation in an attempt to discover what improvements can be made in the present calendar, without disturbing features which have become intimately associated with social customs and religious sanctions throughout the world.

The World Calendar which this association now proposes is remarkable for its simplicity, as well as for its adequacy, and its perfection in detail. And yet it is so nearly like our present calendar that few objections have been voiced to the necessary internal alterations. Most individuals and groups to whom the plan has been presented are enthusiastic in their praise of its merits.

The 365 days for the regular years and the 366 days for leap years, the seven-day week, and the three-month quarters to which we have become accustomed are all retained. By the process of shifting a day or two from one month to another—affecting only about half of the months—and by setting aside the last day of each regular year, and an additional day in leap years as world holidays, a clumsy monstrosity is converted into a humanly useful instrument for the demarcation of time intervals.

The New Calendar Will Repeat Itself

Once this revised calendar is adopted it will repeat itself in detail from year to year for all time. The necessity for obtaining a new calendar at the beginning of each year will vanish.

One of the great advantages is that each month will have 26 work days or week days instead of the varying number which now constitutes such a handicap to industrial, financial, commercial, professional, and social enterprises and commitments. Each quarter will begin on Sunday and end on Saturday, and will have an equal number of days and the same patterns for months and weeks. The year will begin on Sunday and end on Saturday with the extra intercalary Saturday immediately following, on which day the calendar "takes a walk."

Best of all, perhaps, is the fact that each month day will be permanently anchored to a given weekday, instead of wandering through the week from year to year, and throwing the whole calendar out of balance.

For example, Christmas will always come on *Monday*, December 25. Other holidays and special days will stick to given weekdays as well as to the proper month dates. It will be easier to remember and to provide for the celebration of birthday anniversaries and other days of special significance to individuals and groups in a calendar which ties them permanently to the same weekdays as well as to the proper month dates.

Had our solar year been exactly 364 days in length instead of approximately 365¼ days we would have had a uniformly balanced, perpetual calendar long ago. For 364 is divisible by 7 and by 4, while neither 365 nor 366 is divisible by the number of days in the week and the number of quarters in the year. To set aside one day annually and an additional day once each quadrennium to be observed as International Good-Will Days would seem a small price, if any, to pay for the advantages to be gained.

Will Not Disturb Painfully

Lest it be argued that we should not tamper with a device which is as much a part of our culture as is the Gregorian Calendar we need but to remind ourselves that man has been modifying and improving his calendar for almost ninety centuries, and that the English-speaking countries have been using the present calendar less than two centuries, while some countries adopted it less than twenty years ago. The shift from the Julian Calendar to the Gregorian involved for more extensive and radical changes than those contemplated in the present proposal. For example, we now celebrate the birth of Washington on the twenty-second of February when as a matter of fact he was born on the eleventh of February by the Julian Calendar which was used by the colonists at that time.

Although everyone living in English-speaking countries on September 2, 1752, apparently skipped 11 days of life in the "twinkling of an eye," yet no harm seems to have come from this radical change in the instrument by which we keep track of the march of time. No days are gained or lost in the present proposed change. It will be painless and effortless reform.

Even a superficial examination of the World Calendar² should convince us that the slight variation from the present arrangement does not disturb the features which have acquired sentimental or religious significance, and that it provides a calendar which meets

every demand which could be made of a calendar.

This minor revision of the calendar would be as beneficial to government, finance, labor, law, industry, the home, the church, and other institutions and professions. This discussion however is limited to a consideration of obvious advantages to school administration.

Schedule Making and the Calendar

One of the troublesome problems which confronts administrators of schools and colleges is that of schedule making and management. Under the present calendar the job must be done over again each year. The three hundred and sixty fifth day in our calendar makes any schedule for any year almost wholly useless for the next or any succeeding year. In leap year we have two days which interfere with the orderly and logical correlation of the subdivisions of the calendar. These extra days constantly gum up the schedule machinery.

As a rule, some of the special events, programs, and group meetings, and some of the local-community special occasions which must be integrated with the school schedule are governed by month dates only, while others are scheduled for given weekdays. Since the month and weekdays are not synchronized in the calendar it is inevitable that many conflicts will occur even in the "best laid schemes," resulting in the necessity for almost constant revision of the schedule and/or a resort to unsatisfactory makeshifts. Frequently members of the staff and members of the student body find themselves scheduled for two performances at the same time.

Registration day, examination schedules, holidays, athletic events, parents' day, alumni meetings, club programs, commencement day, and other special occasions have to be laboriously figured out on a different basis each year. Outsiders seldom learn the dates of events in which they are interested until it is difficult or even too late to adjust their own schedules to those of the schools. It all adds up to a perpetual headache for the schedule maker and for many other people as well. Truly "the times are out of joint."

Since the majority of the schools have registration and opening days on the same days of the week each year, and since the month date moves forward one day in the week in regular years and two days ahead in leap years, the schools open as much as a week earlier or later in some years than in others. The schedule is thus thrown out of balance for the whole school year. The pre-holiday and postholiday periods are lengthened or shortened on this account, and the

²This calendar together with the accompanying footnotes is taken from the bulletin, *The World Calendar*, Fourth Edition, p. 11, March, 1943, The World Calendar Association, New York.

¹University of Texas, Austin, Tex.

FIRST QUARTER																				
JANUARY							FEBRUARY							MARCH						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7														
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30
SECOND QUARTER																				
APRIL							MAY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7														
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30
THIRD QUARTER																				
JULY							AUGUST							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7														
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
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22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30
FOURTH QUARTER																				
OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7														
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30

* A WORLD HOLIDAY, DECEMBER W, the Year-End Day, an extra Saturday, follows December 30th every year.
 * A WORLD HOLIDAY, JUNE W, the Leap-Year Day, another extra Saturday, follows June 30th in leap years.

The proposed world calendar.

summer vacation fluctuates in length so that patrons and teachers cannot plan their vacation schedules and school responsibilities satisfactorily.

Educator Groups Approve

The proposed World Calendar which has been approved by the National Education Association, the World Federation of Education Associations, and other educational groups, as well as by many hundreds of educators throughout the world, will permanently tie the month dates to given weekdays, and, without any inconvenience to anyone, will provide a permanent pattern for a wholly adequate schedule, the main features of which can be set up for ten years as easily as for one year. Only minor adjustments need be made from year to year, and these can be made with ease.

Everyone who is interested in any phase of the school program will know at all times how to integrate his individual plans with the main features of the school schedule. There need be no more conflicts, uncertainties, and misunderstandings to haunt the administrator, since the World Calendar, "like the laws of the Medes and Persians, changeth not." Important events and special programs will occur on the same day of the week each year as consistently as they will occur on the same day of the month for as many years in succession as is desired. What a boon for harassed school and college administrators!

A few items selected from a typical schedule based on the present calendar and contrasted with the same items as they would appear in the schedule if based on the World Calendar will illustrate graphically the complexity and irregularity of the former, and the simplicity and regularity of the latter. It is assumed here that school will open the day after Labor Day. If any other opening date were chosen the contrast would be as striking. Some features cannot be compared in this form.

Schedule Based on Present Calendar

Labor Day—Monday, Sept. 1, 2, 3, 4, 5, 6, or 7.¹
 First semester begins—Tuesday, Sept. 2, 3, 4, 5, 6, 7, or 8.
 Election Day—Tuesday, Nov. 1, 2, 3, 4, 5, 6, or 7.
 Armistice Day—Su., M., Tu., W., Th., F., or Sa., Nov. 11.²
 Thanksgiving Day—Thursday, Nov. 22, 23, 24, 25, 26, 27, or 28.
 Christmas holidays—Depends on what day of the week Christmas happens to come in any year.
 Second semester begins—depends on dates of previous items.
 Washington's Birthday—Su., M., Tu., W., Th., F., or Sa., Feb. 22.
 Lincoln's Birthday—Su., M., Tu., W., Th., F., or Sa., Feb. 12.
 Memorial Day—Su., M., Tu., W., Th., F., or Sa., May 30.
 Spring semester ends—Depends on dates of previous items.

Schedule Based on World Calendar

Labor Day—Monday, Sept. 4.³
 First semester begins, Tuesday, Sept. 5.
 Election Day—Tuesday, Nov. 7.
 Armistice Day—Saturday, Nov. 11. (May be observed on Friday, Nov. 10.)
 Thanksgiving Day, Thursday, Nov. 23.
 Christmas holidays—Saturday, Dec. 23 to Monday, January 2 (including the world holiday, Saturday, December W).
 Second semester begins—Monday, Jan. 16.
 Washington's Birthday—Wednesday, Feb. 22 (or Saturday, Feb. 11, the original date).
 Lincoln's Birthday—Sunday, Feb. 12 (to be observed on Monday, Feb. 13).
 Memorial Day—Thursday, May 30.
 Spring semester ends—Friday, May 17. Commencement Day—Monday, May 20.

¹Depends on what day of the month the first Monday in September happens to come.

²Each item in this schedule comes each year on the same day of the year, the same day of the month, and the same day of the week. No variation.

³Observation is sometimes shifted to Friday or Monday if the eleventh falls on a Saturday or a Sunday. This situation happens for only a very few special days in the World Calendar schedule, but quite frequently in the other one.

⁴Washington's birthday is listed ahead of Lincoln's because it has been suggested that it be celebrated on the original date to bring it at the end of the week instead of in the middle of the week, and bring the two special days close together. In either case these special days would be stabilized permanently. In our present calendar holidays "grashop" through the week. Under the World Calendar they stay put at a given week day.

Save Time and Effort

This balanced and unvarying calendar will save millions of dollars' worth of time and energy annually for the school because it will simplify to the Nth degree the compilation of statistics involved in budgeting, accounting, reporting, and keeping of records. Such activities can then be performed by clerks while the administrator devotes his time and efforts to professional duties which cannot be reduced to routine procedure. And there will be a double check on all records because they will have week dates as well as month dates which must agree. There are other advantages too numerous to mention in a brief article.

Educators are interested in the adoption of this calendar not only because of the many direct advantages to the schools, but also because of the fact that such an improvement in the calendar would be of benefit to all humanity. The schools are not maintained for their own welfare, but for the common good. The promotion of this calendar reform is a worthy enterprise for any educator who has the welfare of the school and that of society at heart.

When the Peace Conference convenes the item of calendar reform should be high on the agenda of that deliberative body and its advisers. In the meantime the matter should be kept before the Congress so that we shall be ready to take leadership which is expected of us by the 14 countries which have approved the plan.

BOARDS OF EDUCATION

► St. Louis, Mo. The vocational guidance clinic, set up by the school board, has been so successful in persuading students to give up war jobs and return to school, that it will be continued permanently. A report shows that more than 600 students who had been out of high school for a semester or more, are now back in classrooms, and the total high school enrollment has increased by 6.7 per cent over last year.

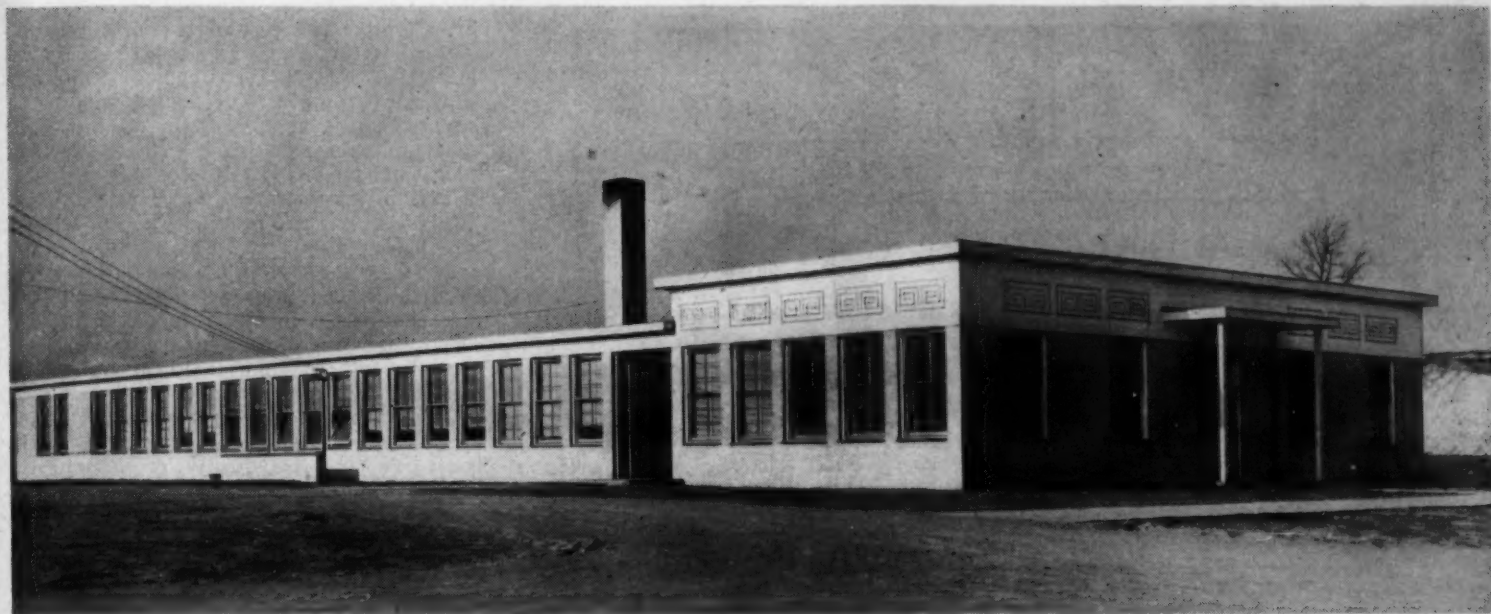
► Fall River, Mass. The school board has voted to continue the double classroom program now in effect in the schools.

► Hannibal, Mo. The board of education, through the efforts of Supt. E. T. Miller, has obtained from the Treasury Department the building and machinery of the old NYA School now known as the Vocational School. An inventory of the materials issued to the board totals \$32,462, and the value of the building is given at \$17,500. At the present time, vocational and trade classes are being conducted in the building.

► Caney, Kans. The school board has purchased a filmsound motion picture machine for use in connection with regular school subjects.

► Fond du Lac, Wis. The recreational department of the school board has set up a budget of \$14,156 for the school year 1945. Activities, including salaries, officials, labor, activity, and administrative supplies will cost \$8,067.

► Palmyra, N. J. The school board has approved a plan for the observance of VE Day in the schools. If the announcement of VE Day is received before 12 noon of a school day, the schools will close immediately for the remainder of the day. If the announcement comes later than 12 noon, the schools will close immediately and also the succeeding day. Pupils will go immediately to their homes unless otherwise assigned by the school officials.



Exterior View, Edison Junior High School, West Mifflin Borough, Terrace, Pennsylvania. — Lamont H. Button & Paul F. McLean, Architects, Pittsburgh, Pennsylvania.

School Progress Through Plant Betterment

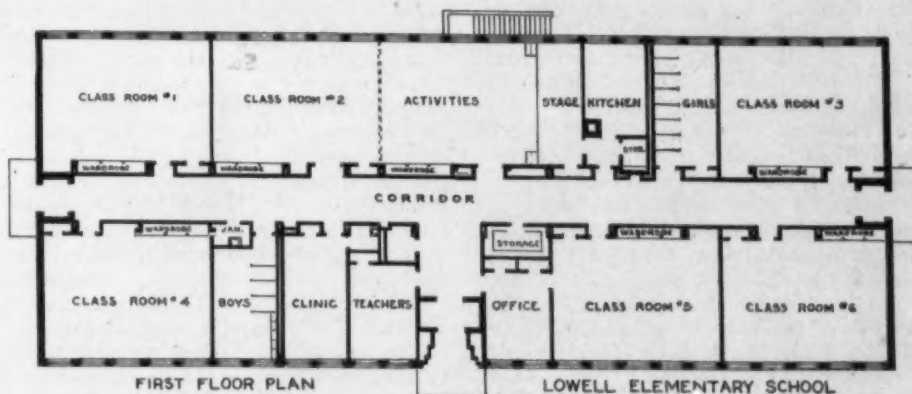
Harry Bruce¹

The impact of war conditions has constituted a constantly changing series of challenges to schoolmen to improve the present services of the schools. Properly met, these challenges provide the opportunity to plan for the postwar period, and to include in present adjustments the essentials for still better instructional conditions when peace returns. Where increased school enrollments are the greatest difficulty to be overcome, progress is possible through a new school plant which

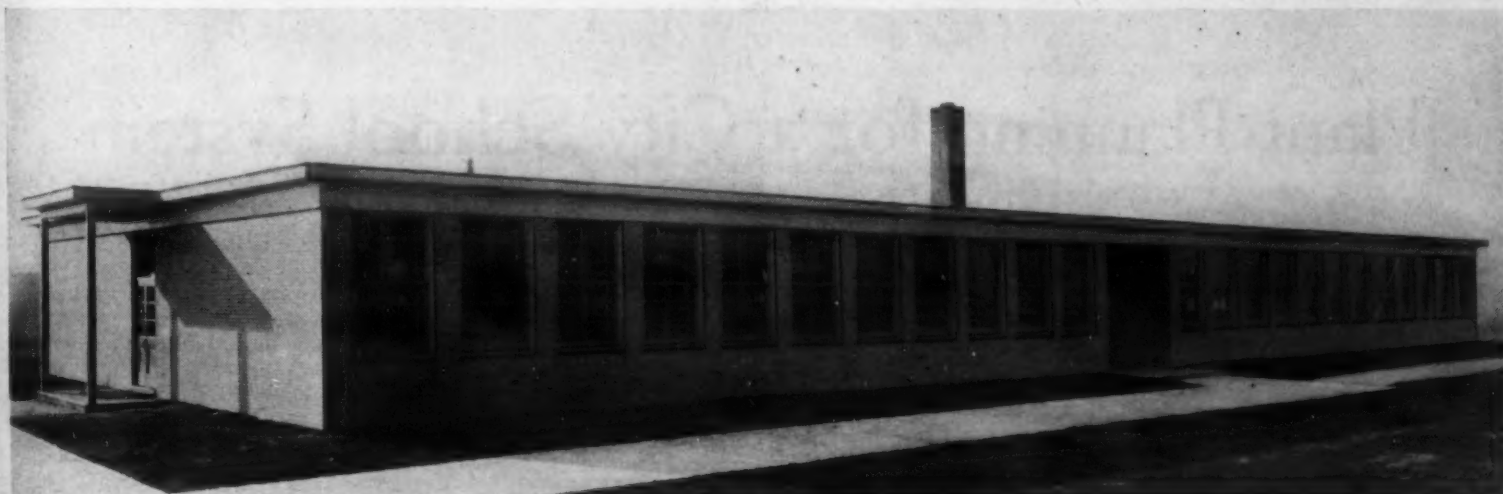
provides the essential room areas for immediate needs so arranged and constructed that the additions for special activities can be made with a minimum charge and expense. West Mifflin Borough has done just this in a series of new buildings and in the enlargement of old structures. In the entire enter-

prise better educational service to the children, the most advantageous use of available materials, and a sound fiscal plan have been kept in mind.

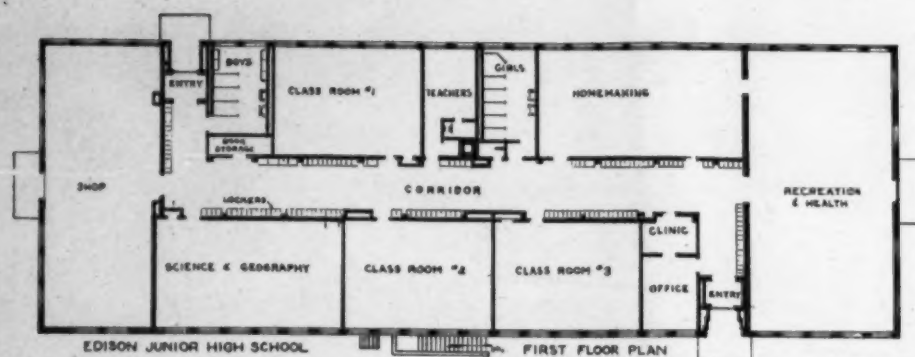
School progress in West Mifflin Borough is epitomized in five new buildings which have been erected in central locations in the Bor-



¹Supervising Principal of Schools, West Mifflin Borough, Mifflin Township, Allegheny County, Pennsylvania.



General Exterior, Lowell Elementary School, West Mifflin Borough, Terrace, Pennsylvania. — Lamont H. Button & Paul F. McLean, Architects, Pittsburgh, Pennsylvania.



ough. The building program was begun in 1938, and in September, 1939, the Homeville Junior High, the Lebanon Elementary-Junior High, and the Emerson elementary schools were completed and occupied. The beauty of the landscaped grounds have attracted statewide attention, and their aesthetic attractiveness is a tribute to the West Mifflin School District. The extensive interior program comprised additions and renovations. The erection of a lunchroom, a kitchen unit, shower and locker rooms, and storage rooms added an entire floor of rooms to the Emerson elementary school; the renovation of the Homeville elementary school consisted of replastering many rooms, replacing old woodwork and old mechanical facilities, and the making of sanitary improvements. The interior decorating comprised the choosing of colors of maximum light-reflection value, under the supervision of the Research Department of the General Electric Lighting Institute, and the painting of the interior of the Homeville Junior High, Lebanon Elementary-Junior High, Emerson elementary, and Homeville elementary school—all in beautiful pastel shades.

In addition to the interior and exterior improvements under the WPA program, community-school recreation facilities were included. These facilities include athletic fields, tennis courts, field houses, concession booths, and skating ponds.

In 1942-43, the building program included the erection of the Lowell Elementary School, the Edison Junior High School, and a two-room addition to the Homeville Junior High School. The Lowell Elementary and the Edison Junior High Schools were built during

the year 1943 by the Federal Works Agency to absorb the added school load imposed by the Federal Public Housing projects and imported defense families employed by the mills along the Monongahela River. The board marshaled all of the logical, economic, and foresighted arguments they could muster and thus were able to persuade the Federal Works Agency to depart from their program of temporary construction and to use durable materials properly disposed, so that after the war the board will be able to move in and apply the finish, make extensions and additions, either horizontally or vertically, or embellish the existing fabric in any way to bring them up to the standard of the other local schools, without a lot of demolition with its attendant confusion and waste. To this end, the board and the architects have envisaged the complete structures and built the needed parts at this time. To facilitate future disposition of areas, a modular system was developed, using a factor of the standard schoolroom length. This in itself will return great satisfactions when it comes to future building. The module has produced a rhythm of fenestration along the elevations which is the relieving feature of a construction stripped of embellishment by the curtailment of wartime restrictions. Interior walls were built of slag-cement blocks reflecting considerable light. Concrete floors were placed on slag-tamped fills and insulated from the outside walls by bitumastic filler. Windows are wood-pivot sash and ceilings are of acoustical material.

The cost of the Lowell elementary school building was \$61,497, and the equipment cost \$6,000. The building contains six standard classrooms, an activities room, principal's of-

fice, clinic, teachers' room, kitchen, boys' and girls' toilets. The cost of the Edison junior-high-school building was \$62,722, and equipment cost \$20,000. The school contains three standard classrooms, a recreation room, shop, science and geography room, homemaking room, a principal's office, clinic, teachers' room, and boys' and girls' toilets.

This program originally included a senior high school and two other elementary schools, all to be built by the Federal Government with \$514,000 allocated for this purpose. Due to the war and priorities the program was limited to the elementary school, junior high school, and a two-room addition. With the exception of the land, the Federal Government has paid completely for these buildings, including equipment, engineering, legal and architectural costs, even to the mats on the floors. To complete this WPA program the President authorized \$288,000 to be allocated to the school district. This, however, is delayed by the war.

The program was carried this far by a total expenditure by the school district of approximately \$432,000 in 1939, and approximately \$150,000 on the remaining work. Thus this district has increased the value of its property assets by approximately \$1,360,000, by an approximately local expenditure of \$582,000. No bonds have been issued since 1939, and \$150,000 of the bonded-debt principal has been paid off since that time.

For the first time in the history of West Mifflin Borough, practically all the children in grades one to nine inclusive—with the exception of 120 pupils in grades 4, 5, and 6 in the Riverview Homes Project—are housed in school buildings in the borough and under the direct control of the borough school board.

All the schools of the borough are approved by the Pennsylvania State Department of Public Instruction as consolidated schools and meet the rigid state requirements. The safety of every child is seriously safeguarded. Eleven school buses carry the children from home to school and return. The schools are second to none in the Commonwealth, and when present building restrictions are lifted and the financial situation is alleviated, the construction program will be completed. Today's buildings represent a fine measure of progress over the situation in 1937 and make possible an efficient instructional program in the hands of a carefully selected staff of 129 teachers.

Plant Planning for a City School System

J. Chester Swanson and Fred W. Hosler

One of the problems which faces every school system and creates serious problems is what shall be done when school enrollments increase or decrease to the extent in which new buildings are necessary, or old buildings become vacant? This is the type of problem which can be solved most intelligently in terms of a planned program. Consideration must be given to the educational program, the enrollment trends, and the geography of the community. One of the serious criticisms of many public school systems has been that the physical plant and its management was not built around a school program, but the school program was molded to the buildings and their operation. A planned program for the future of a school system will do a great deal toward making the school plant subservient to the school program. Every planning program should have two distinct

characteristics: (1) *adaptability* and (2) *flexibility*. If these characteristics are present, they will avoid expensive financial mistakes.

The initial step in a study of school enrollments is to know the trends in population, births, and school enrollment. From these trends and a correlation between them, one can then make a projection into the future. Figure I shows these three factors as they were worked out for the City of Allentown, Pennsylvania, from 1920 to 1943, and their projection to 1960. The curve showing the births represents increases and decreases which will be reflected in school enrollments. The births from 1944 on are leveled at a steady level and no attempt has been made to predict an increasing or decreasing trend.

The curve showing the city population indicates a definite trend upward from 1920 to the present. The change of the first ten years

was recognized to be an abnormal growth due to expansion of the city limits and unusual industrial growth. The increase from 1940 to 1943 was likewise recognized to be abnormal due to the war-production boom. The projection from 1943 to 1960 was made at the rate of increase from 1930 to 1940, which would appear to be conservative. This analytical projection was considered to be more accurate than either a statistical or a graphical projection.

The general population trend would indicate that our school system should expect an increasing school enrollment for the next 15 years, but not a radically increasing enrollment. The school enrollment showed a steady and rapid increase from 1920 to 1935, with a rapid decrease since 1935 to the present. In projecting the school enrollment curve from 1943 to 1960, a statistical-analytical method was used rather than a graphical projection. It is rather evident that a graphic projection from such a curve is very likely to be wrong because it shows no consistent general trend.

It is recognized that there is a relationship between the number of births in any one year and the enrollments in grade one six years later. Other factors influence the first-grade enrollment, but the births six years previous certainly should be the predominating factor. A relationship was worked out between the births in any one year and the first grade enrollments six years later for each of the past fifteen years. This factor was then applied to the number of births in 1938, and gave us an estimate of the number of first-grade pupils for September 1944. This average relationship between births and first-grade enrollments was applied to the succeeding years to obtain the first-grade enrollments from 1944 to 1960.

It was recognized likewise that there should be a relationship between the first-grade enrollment in any one year to the second-grade enrollment the following year. Such a relationship was worked out between these enrollments for the past fifteen years, and this average factor was applied to the first-grade enrollment in 1943-44, to obtain an estimate of the first-grade enrollment for September 1944. Likewise, this factor was applied to the first-grade enrollments which had been previously determined to obtain an estimate of the second-grade enrollments from 1944 to 1960. Similarly, a relationship was worked out between each grade enrollment and the next higher grade the following year through the full twelve grades of the school program, and this factor was applied to present grade enrollments to find the estimated enrollments for next year and applied to these projected enrollments to determine the enrollments from 1944 to 1960.

When these statistically estimated enrollments were added up, they gave us the one estimate of school enrollment and the curve of enrollments from 1944 to 1960 was then determined. (Figure I.) Here again the projected curve of enrollments, as related to the projected city population, would indicate that for our city there would probably be no serious enrollment problems for the next fifteen or twenty years.

Problems in school enrollment generally come from enrollment changes at various grade levels rather than from a condition of the total enrollment. The next object, therefore, of our study was to find the conditions which might be expected in the school enrollment by departments of our school program. Figure II shows the sum-total enrollment curve as Figure I, and in addition the enrollments

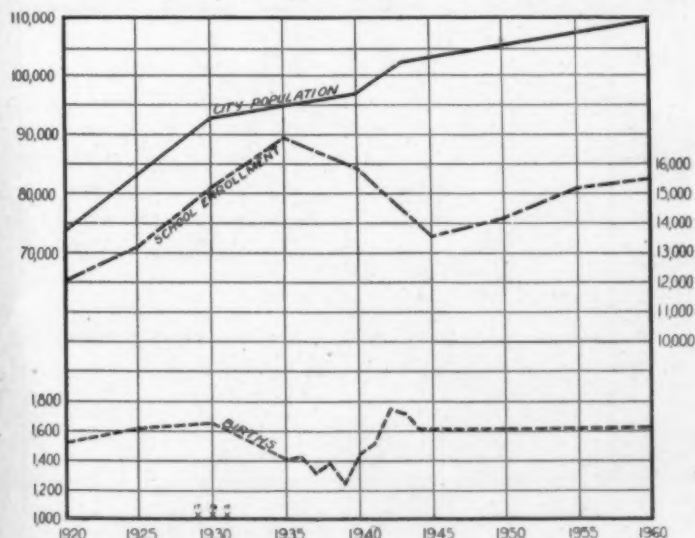


Fig. I. City population, school enrollment, and births 1920-1943, and projection to 1960.

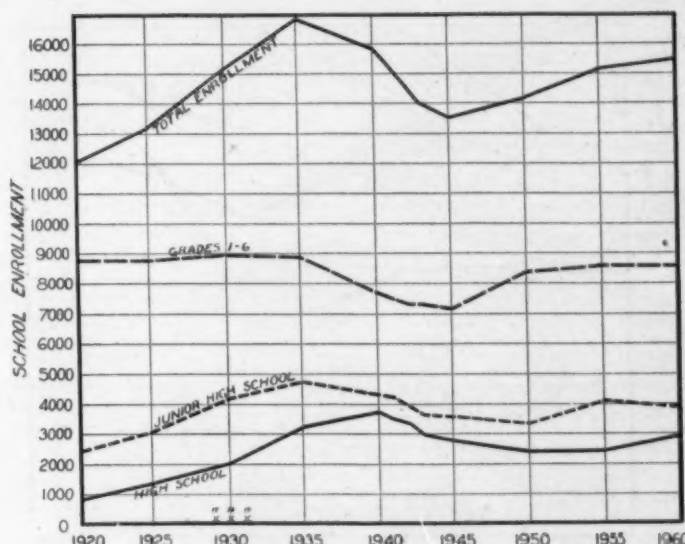


Fig. II. School enrollments 1920-1943, and projection to 1960.

by elementary grades, junior high school, and senior high school, from 1920 to the present, and the projection from the present to 1960.

These curves show that in the immediate future we may expect in our community an increase in grade school enrollment as a result of the rapid birth increase since 1938. If the birth curve increases or decreases in the future above or below the level in 1944, we may expect an increase or decrease in the elementary school enrollment from 1950 to 1960. Thus, by watching the population and birth curves we may anticipate needs by at least a six-year period.

The junior high school curve of Figure II shows that we may expect a continually declining enrollment until 1950, after which we may expect an increase. This decrease and projected increase is also a reflection of the birth curve of 1920-1943.

The senior high school enrollment curve indicates that it will not be necessary for our school system to plan for an increasing high school enrollment until about 1955, and at that time we need plan for only a small increasing enrollment. It should be noted that no statistical correction was made due to the estimated city-population increase. This correction was not made because we wished to be on the conservative side. A lowering birth rate or a stable city population, which some agencies predict for our community, would make a conservative estimate more reliable.

Figure III shows the enrollment curves of Figure II, but shows them not independently, but as cumulative enrollments from the first to the twelfth grades. The lower shaded area is the total enrollment of grades one to six; and the second shaded area is the enrollment of grades seven to nine. Thus the total of these two lower shaded areas shows the enrollment of grades one to nine. The upper shaded area shows the enrollments of grades ten through twelve. The advantage of this presentation is that we may see what portion of the school enrollment is elementary, what portion is junior high school, and what portion is senior high school. These curves, for instance, show that in 1920 we had a little over 7 per cent of the total enrollment in senior high school, and 73 per cent in the elementary schools. In 1935 20 per cent of the enrollment was in the senior high school, but only about 50 per cent in the elementary schools. The projection of these curves to 1960 would indicate that about 20 per cent of the enrollment will continue to be in the senior high school, 25 per cent in the junior high school, and a little over 50 per cent in the elementary school. The curves show the future trends in the various departments and their relationship. They indicate problems which may appear in the next fifteen or twenty years, and make it possible for the administration to plan for such problems.

Many of the acute enrollment problems come from too much enrollment in specific areas within a city. In order to answer the question, "How will our school enrollment be distributed by areas within the city in the future?" we divided the city into seven areas. These areas conform to four geographic areas within the city, and the breakdown of the largest population areas into four additional areas divided by streets which are natural boundaries to these areas.

The most accurate method for studying distribution of school enrollment is of course by the detailed study of the residence of each

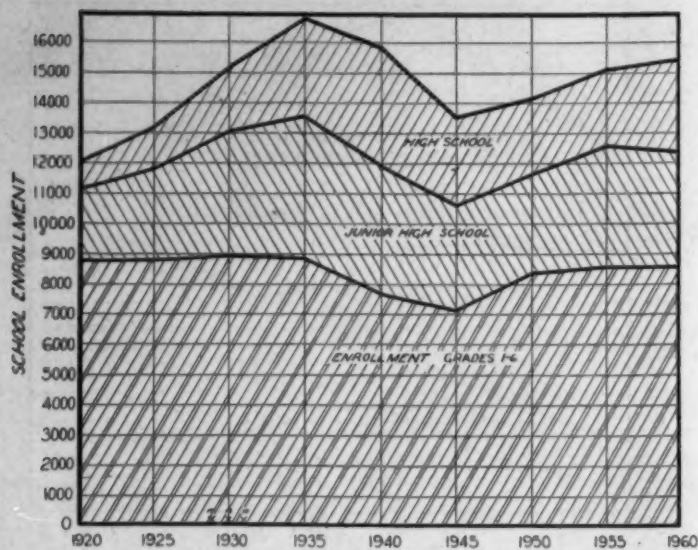


Fig. III. School enrollments and their relationship.

individual child enrolled in the school system. It is recognized at once that to do this for a school enrollment of around fifteen thousand pupils, and to do it over a period of years in order to determine trends is an exceedingly difficult and time-consuming task. It was, therefore, thought wise to devise a means for obtaining a fairly accurate picture of trends within areas in our city without attempting the major statistical study of individual pupil residences. We used the following alternate method: All the elementary schools in the areas into which the city was divided were grouped together, and for each year from 1920 to 1943 the enrollments by grades within these areas were determined. In some instances where the area served by an individual school did not conform exactly with the areas into which the city was divided, it was necessary to evaluate the overlapping and make corrections. The use of this method means that we accepted trends in elementary school enrollments as indicating the trends for the whole school enrollment in these areas. This was considered satisfactory because our major planning in areas was for the elementary schools.

The results of these enrollments by areas were plotted in a series of curves which are illustrated by Figures IV and V, showing conditions in four areas. These curves were projected into the future by graphic-analytic means rather than statistical methods. The general trend of the curve was studied, and the areas involved were studied as to the number of living units in these areas which are occupied at present and the number which are being built or estimated might be built within the near future. In view of these factors the curve was projected from the present to 1960. It is seen that in areas I and II the grade school enrollment has somewhat the same pattern of a gradual increase from 1920 to about 1935 with a decrease since

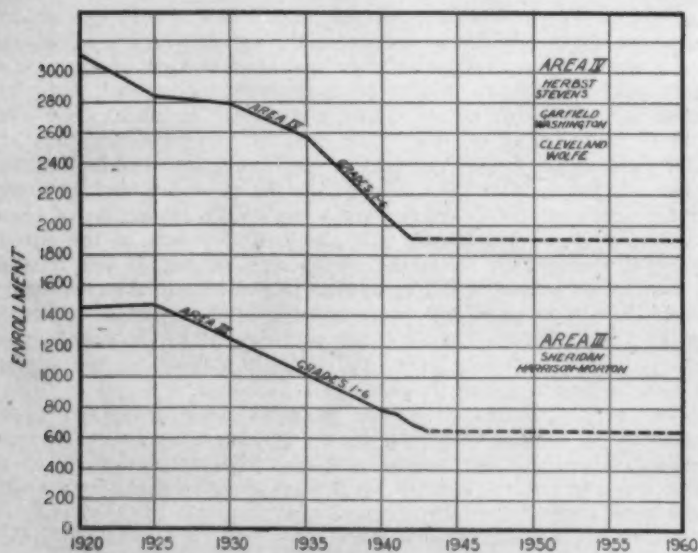


Fig. V. School enrollments in areas where no increases are expected.

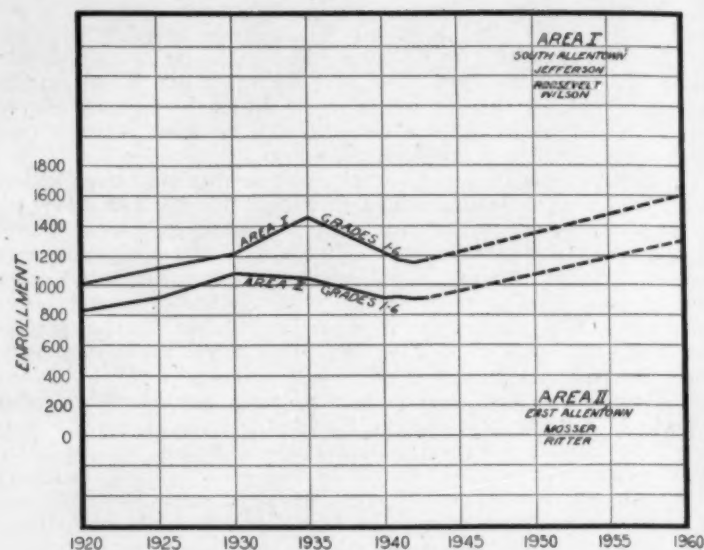


Fig. IV. School enrollment in areas in which future increases are expected.

1935, but a projected increase from 1945 to 1955. Areas III and IV show a continuously decreasing enrollment since 1920 with a probable continuing of the present enrollment level for the next 15 or 20 years. These curves were projected at their present levels in consideration of the past drop and the present number of living units in these areas.

One interesting fact is the relationship between the total enrollment in grades 1 to 6 in 1960 as determined by this graphic projection of curves by areas in the city, and by the overall statistical projection by grades as previously explained. These totals vary by about 5 per cent although they were independently determined.

It will be readily apparent that these studies of elementary enrollment by areas within the city give definite indications as to needs within certain areas within the city in the near future. It was found interesting and of great value in future planning to determine the reasons for the increases and decreases in the various areas during the period for which these studies were made. Such factors as expansion of the city limits, encroachment of industrial enterprise, development of parochial schools, and general shift of population are indicated by a study of these curves of elementary school enrollment in the various areas within the city. The value of these curves is the fact that it indicates where, during the next fifteen years, it will be necessary to plan for additional classroom space for the elementary school program.

One additional enrollment chart was made. In this chart the enrollment of the group entering the first grade was followed throughout the twelve years this particular group remained in the schools. Thus it gives a complete history of a group of pupils as they pass through the school program. Figure VI shows the enrollment history of groups of children entering the first grade in 1915, 1920, 1925, and 1930.

The first apparent factor, as indicated by these curves, is the continuously decreasing enrollment at each grade level from grade 1 through

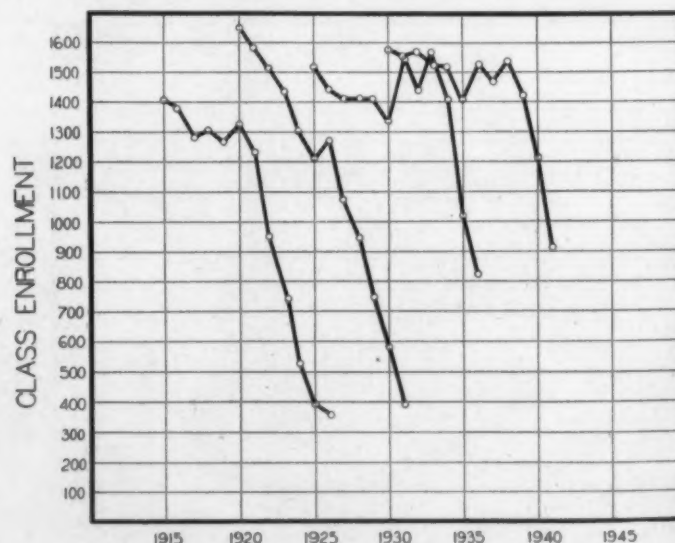


Fig. VI. Enrollment history of entering groups at five year intervals.

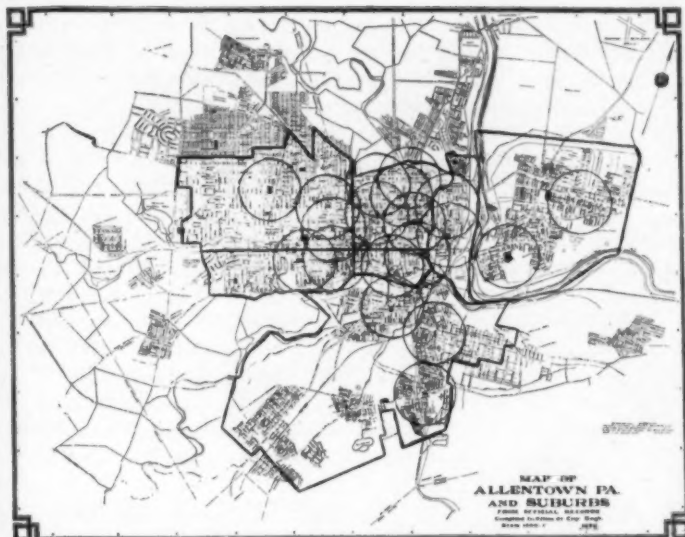


Fig. VII. Location and one-half mile radius area of elementary schools.

grade 12. In the first curve (beginning 1915) there is a variation between the third and sixth grades which can readily be explained by the extension of the city limits at this time, which brought in additional students to the school program. It is noticeable, however, that the general trend, from the first grade on, is a continuously decreasing enrollment. The three curves which represent groups beginning in 1925, 1930, and 1935 show that there is no great over-all decrease in enrollment until after the ninth grade. Considerable study was made to explain the difference between the curves before 1925 and those since 1925. Careful study was made of truancy enforcement, economic condition, and effect of parochial schools. None of these factors would explain the difference between the first two and the last two curves. The records of the classes between the years shown here were also examined to determine that these curves were not exceptional, but characteristic of the school-enrollment trends in the periods in which they appeared.

It is our conviction that the explanation of the difference between these curves is a changing school curriculum. About 1927 and 1928 we began to change our school program in the elementary and junior high school levels to fit the needs of the individual students. That is, classes were organized for the better students, and the very poor students respectively, and homogeneous grouping was attempted for the median group. Furthermore, our junior high school program expanded the opportunities for industrial arts, home economics, and extra curricular activities. During the same period little effort was expended toward a similar liberalization and homogeneous grouping in the senior high school, which would indicate too why there continues to be a rapidly declining enrollment from grades 10 to 12.

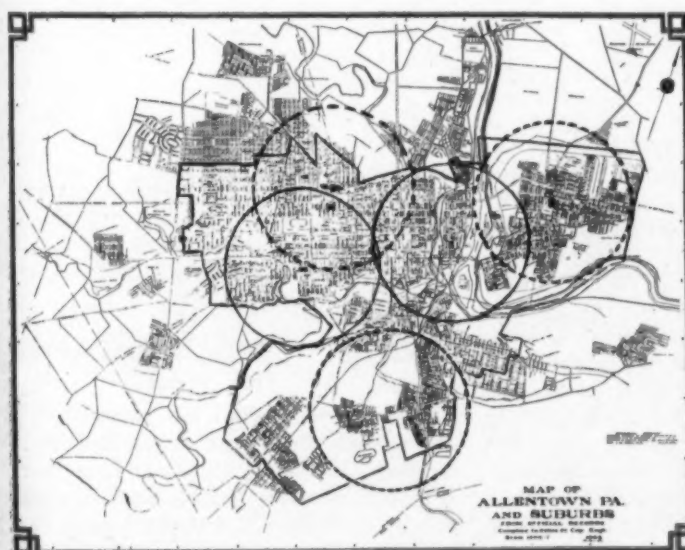


Fig. IX. Location and one-mile radius area of junior high schools planned to achieve proper location and satisfactory physical plants. Proposed buildings and areas shown by "dashed" circles.

We accept as an educational challenge the fact that our senior high school curriculum must be expanded to fit the needs of individual students so that the school's holding power at grade levels 10, 11, and 12 will more nearly approach that of the earlier grades. We believe that in our democracy all children should have at least a 12-year educational program, but that the program must allow for great individual differences. Considerable thought and study can be spent on such an enrollment study, and the results may be most valuable for future planning of a school program.

The next study took up the coverage provided by the location of the present schools. On a map of the city circles representing a one-half mile radius were drawn about each of the present elementary school buildings. This study indicated at once that in some areas there was a considerable overlapping of elementary school facilities, and in other areas there was an immediate need, or an indicated need in the near future, of additional facilities. (Figure VII.)

A similar study of the location of our junior high schools was made. Circles representing a one mile radius were drawn. Here again our study showed an unhealthy overlapping in one area, with certain sections of the city without adequate facilities. It was necessary to draw circles for our senior high school since we have only one senior high school. This completed the factual part of our study.

The next step was to evaluate these studies and to devise a program for the future, which, would remedy the unsatisfactory coverage of our present buildings; would care for anticipated increased enrollments; and would develop a physical plant to serve our planned instructional program. The evaluation of such a study and its application toward a definitely planned program will vary considerably within any school system to which such a study is applied. However, a discussion of the program which evolved for our city may indicate what may be done in other localities.

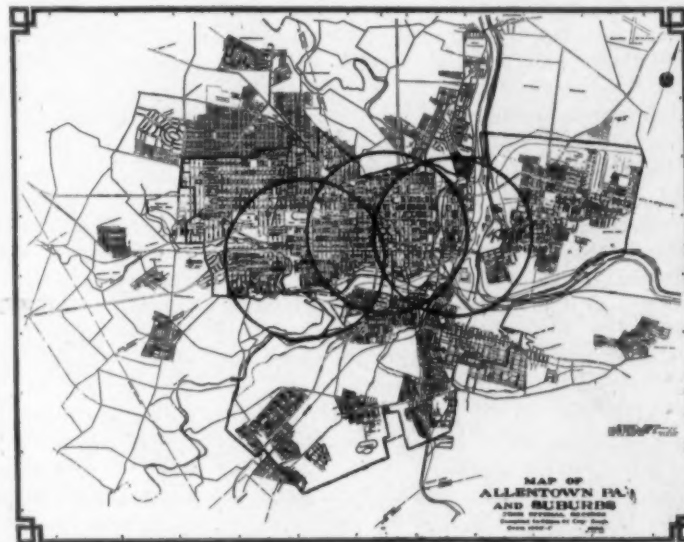


Fig. VIII. Location and one mile radius area of junior high schools.

Our first major problem was to answer the question, "What will be done as our high school enrollment increases beyond the capacity of our present building?" and how should this be correlated with any changes in the basic philosophy or educational program of the senior high school. We accepted the principle that our high school program should be expanded to fit the needs of all children within the city. This meant a program in which occupational training and terminal courses would have to be greatly expanded; at the same time we wished to maintain a high-quality college preparatory and academic program. It is believed that such a program will increase the school's holding power beyond the 10th grade and tend to make our enrollment increase more rapidly than is indicated by the curves based upon past experiences. This expanded program in industrial and business education will present a need for a different type of classroom, in many cases, from that which we have at present.

The principle was accepted that junior high schools should be readily available to all children within the city. This would indicate a relocation of one of the present junior high schools in order to cut down overlapping, and to erect two new junior high schools in areas which now have no facilities. Figure IX shows our proposed future junior high school program.

The proposed junior high school program definitely correlates with the future needs of the elementary schools and of the senior high school. This is true to the extent that the building of these new junior high schools permit an expansion of the elementary schoolwork into rooms now existing in elementary schools which have been used for grades 7 and 8 in areas not covered by junior high schools. It will permit the use of

(Concluded on page 67)

THE AMERICAN School Board Journal

A Monthly Periodical of School Administration

Edited by
Wm. Geo. Bruce and Wm. C. Bruce

CO-ORDINATION NEEDED

A RECENT commentator on tax problems calls attention to the fact that state, local, and federal governments have been maintaining or increasing their tax income without regard to balance in the total tax structure and without consideration of the revenue needs of other branches. This statement may well be applied to school authorities. Teachers' organizations are almost wholly interested in salaries; school-business executives are asking for funds for buildings and equipment; rural educators shout the wants of the country schools. Interest in the sources of funds for schools rarely goes beyond consideration of the immediate difficulty of getting what is asked; the underlying advisability of sales or severance taxes, or of an increase in income or property taxes, is rarely considered; it is astonishing to find an educator who dares suggest that no further income can be had from a given source without harm to governmental service.

Urban school boards and their executives have a real responsibility for redirecting their staffs and themselves into more realistic and fair attitudes on taxes and the modification of tax programs. There is universal need for a greater understanding of the over-all federal and state problems and of the proposals for present and postwar modifications of tax laws.

Taxes at each of the three levels must be based upon the need for funds as expressed in the true function of the respective governmental agencies. There may be a need for reappraising the desirability of having this or that of the three levels of government discharge one or another function and of reassigning it to a level more capable of meeting present and future needs. If such changes are made, the origin of the tax funds must naturally be adjusted. But tax funds must also come from sources which can be tapped with the least injustice to the taxpayer and with the greatest return to the community to be served. School taxes are subject to these general considerations if only because they cannot be separated—as some schoolmen seem to desire—from the general tax structure.

The matter may be summed up in the recommendation that the entire problem of balance in taxes deserves thorough study by the best statesmanship available.

Such study based on research and following sound economic and social principles deserves the support and active participation of local and state school authorities. In this way only can a sound distribution of the tax burdens and benefits be assured.

And it is not unreasonable to add that every school board should assign unofficially an assistant superintendent, preferably the business manager, to keep himself fully informed on federal and state taxation, that in addition he is expected to have some knowledge of the theory of taxes, a grasp of present currents and tendencies, and that he be able to give unbiased and dependable advice to his employers.

DIVIDING LINE ON OPEN AND EXECUTIVE MEETINGS

THERE is one question in the deliberations of boards of education which has never reached the stage of common agreement, namely, whether committee or board sessions shall be secret or open to the public. There are boards that exclude press and public from committee meetings and there are others that open their doors wide to anyone interested in what is being done.

Controversy on the subject arises invariably when a school board has a matter in hand which is not considered ripe for publicity and when the press is excluded. Immediately, there is a protest which is vociferous and bitter. The press charges that meetings behind closed doors are an affront to the public which pays for the schools and has a right to know what is going on. The community opinion then becomes divided on the subject. One group holds to the expediency of executive sessions, the other wants the doors wide open. If it can be held that executive sessions are wise under certain circumstances, then it may well be asked where the dividing line shall be drawn.

It was established decades ago that questions concerning the morals of teachers and pupils cannot be thrown open to the public and the press without serious harm to innocent and guilty alike, and without disturbing effects upon an entire pupil body. Where the professional efficiency and the personality qualifications of a teacher are under scrutiny publicity may destroy a successful future career.

But there is an endless variety of situations in which information not held strictly within the circle of a committee and of the school executives concerned is exceedingly harmful. Because of premature publicity, a western city, a few years ago, paid \$28,000 more for a school site than had been asked of an intending private buyer. The closing of more than one half-vacant school building has been made impossible because strict silence was not observed up to the day of the proposed change. Similarly, changes in curriculum, in teaching and supervisory staffs, and a dozen or

more other types of situations might be discussed as examples of things which cannot be treated in public without harm, embarrassment, and waste.

It seems to be advisable that every possible matter which can be discussed openly should not be closed to the public and the press. The latter can usually be informed in confidence until a release is possible. The argument that a taxpaying constituency has a right to know what the school authorities are doing is sound. But there is a dividing line between open and closed doors which the school board which is acting sincerely and with integrity must set up. A flat rule cannot take the place of good judgment in each case.

THE SCHOOL BOARD

THE fears expressed by some schoolmen that school boards are undemocratic, that they represent the too-conservative elements of the local community, and that they frequently lack an understanding of the objectives, particularly the social objectives of the schools, are expressions of theorizing which have no value except perhaps to awaken school-board members to the importance of their office and the grave duty of discharging their obligations in the most efficient possible manner. At least two doctoral dissertations have contradicted in their findings the theory of Counts that, because school-board members are taken largely from the ranks of businessmen and professional men, and represent a considerable degree of economic and social success, they are likely to disregard the interests and the welfare of labor and of the less fortunately situated groups in the community.

Dr. R. F. Campbell, in a very brief summary of his doctoral study of this problem shows clearly in *School and Society* that there are no significant differences in the voting on problems of importance, by board members on the basis of sex, age, occupation, income, etc. Dr. Campbell concludes that the school board is a unique body which has evolved out of 300 years of American experience. Its success or failure is the success of local government, of democracy, and depends on the apathy, selfishness, or inability—or vice versa—of the people of the local school districts to manage well their own affairs.

PHYSICAL EDUCATION AFTER THE WAR

EDUCATORS who are concerned that the schools shall provide all children with needed services after the war have recently directed attention to the need for intensifying the physical education of all children.

These men point to the experiences of the present war as evidence of the correctness of their point of view. They are not dodging the fact that the young men of the country on the whole were not as

physically fit as the military authorities wished them to be. Thousands had to be rejected because they failed in physical vitality and health to measure up to the standards necessary for service in the field. Many of the failures were due to the neglect of balanced development of bodily strength.

The educators are of one mind that the postwar school must stress physical training for its boys and girls if the manhood and womanhood of the nation shall be strong, virile, and competent. This by no means implies that physical training is intended primarily for war service. Physical vigor is an essential for peacetime service as well.

There is considerable strength in the argument that physical education, particularly at the high school level, should develop full organic vigor in *all* children and that this can be assured best by full muscular development. All other necessary objectives of physical education—e.g., the promotion of bodily and mental poise, the correction of defects of posture, advanced forms of co-ordination and endurance, and the promotion of hygienic school and home life—will be natural and almost inevitable outcomes of a program which emphasizes vigor and strength.

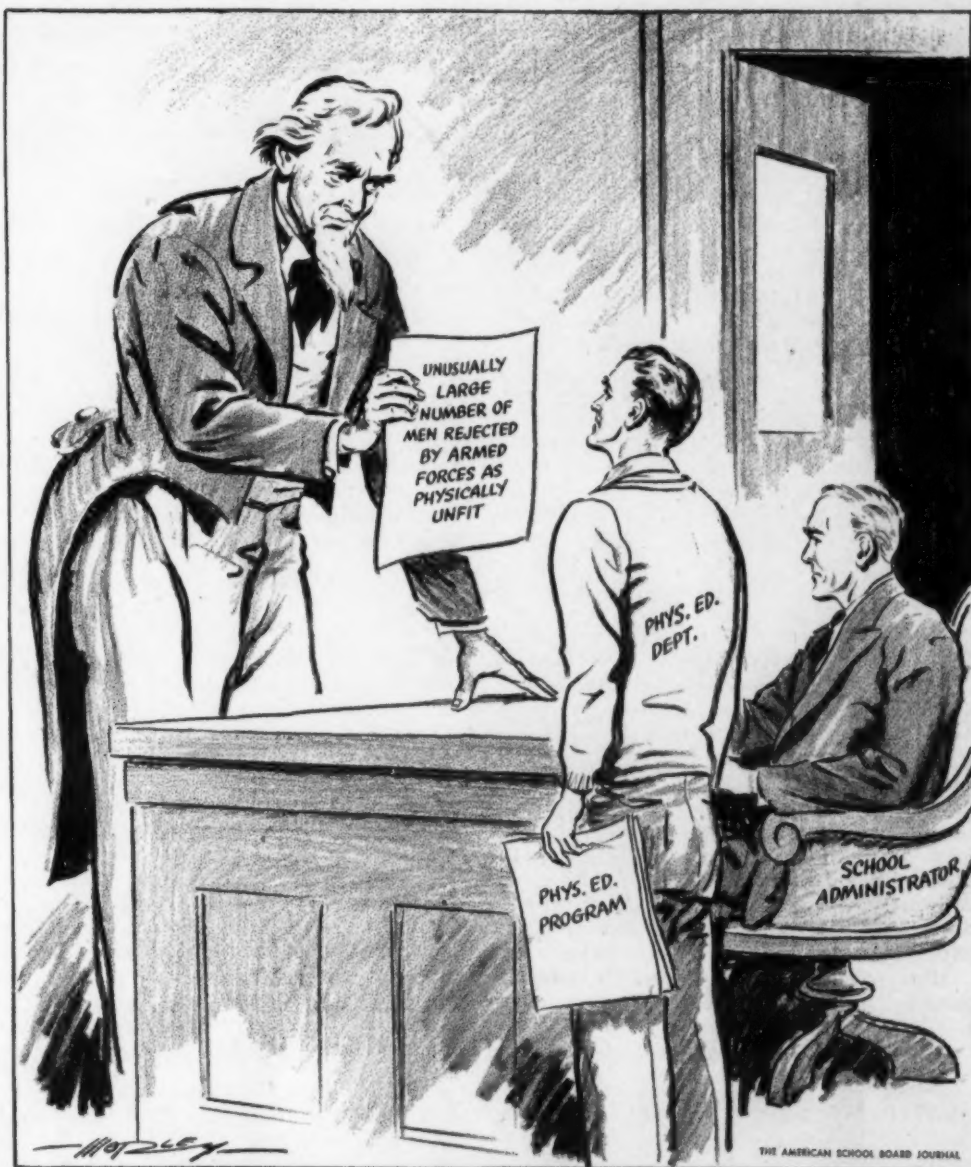
Physical education and the constant promotion of health through the schools deserves the vital support of the school boards. It is not a proper subject for controversy.

WHY SCHOOL CUSTODIANS ARE ORGANIZING

THERE has been a tendency in recent years, on the part of school custodians, more particularly in medium-size communities, to organize themselves into collective bodies. In the larger cities, the school janitors and engineers have formed unions or associations, designed to make for greater equity in compensation, regulate working conditions, and make for greater efficiency in the duties to be performed.

Some of the colleges and city school administrations in the midwest have provided institutes, special schools, and conferences for school custodians and engineers. These, in the main, have performed a valuable service and have done much to enable school custodians to make the average schoolhouse a brighter, cleaner, and more habitable abode for pupils and teachers.

The popular opinion can no longer be held that the men and women employed for janitorial work in the schools require no high physical and mental qualifications, practical experience, or training for the work assigned to them. The modern school structure embodies equipment which requires intelligent care and attention. Definite instruction here has important value. There are tasks in the general routine of janitorial service which may be improved



"GENTLEMEN, HERE'S A MATTER WE'LL HAVE TO DO SOMETHING ABOUT!"

to lessen drudgery, as well as waste of time and money.

The primary purpose of custodians' organizations is well expressed by the Custodians' Association, recently started at Elmhurst, Ill., which is set forth as follows: . . . develop unity among all members; to afford a means of discussing all matters pertaining to the maintenance of schools; to make it possible for members to work in closer cooperation with the administration; to promote any effort that will wisely and intelligently provide for the welfare of the custodian; and to emphasize the chief aim of education, namely, to provide for the general welfare of every child in school.

The movement in the direction of organizing those employed as custodians, janitors, and engineers in the care of school property can, under proper leadership within the group itself, result in much good to the schools. The efficient operation of a school system rests primarily upon the professional workers therein, but no one can deny the fact that the schoolhousing must be such as to facilitate its operations. Safety, economy, and

cleanliness are factors that cannot be ignored if the teachers and pupils are to realize their objectives.

EDUCATION TODAY

Now, as never before in our history, people of mature years are continuing their education in informal ways—through regional library assistance, study groups, reading clubs, credit union organizations, discussions on cooperative enterprises, radio group methods, and the like. Education goes on from the cradle to the grave; and for the great majority of people the group is needed as a stimulus to individual effort. . . .

We are determined that the democratic way of life shall prevail. Universities and schools alike are bending their resources to assist in preparing young men and women the better to help in the great struggle in which the country is engaged against the forces of evil.

In preparing for the immediate need we do not forget that it is equally essential that we should, young and old alike, realize more fully than we have yet done that the democratic way of life involves responsibilities as well as privileges. If we do not accept the responsibilities to the full, we are not fitted to enjoy the privileges. — R. C. Wallace, Toronto.

Cincinnati Adopts Physical Fitness Tests W. K. Streit¹

All boys in the junior and senior high schools of Cincinnati are now participating in a minimum physical fitness testing program called the Cincinnati Motor Efficiency Pentathlon. The battery of five tests was devised by a committee of teachers, discussed and revised in a series of meetings last spring, and presented with description and scoring tables to all members of the physical education staff when schools opened in September.

The Pentathlon is designed to measure types of performance which occur in many different activities, namely, jumping, lifting, pushing, pulling, and climbing. It also measures in part such elements of physical fitness as power, strength, endurance, agility, balance, and co-ordination. The fundamental activities of running, throwing, and kicking have been purposely omitted because of the varying facilities in the schools.

Since the activities named above are common to many games, sports, apparatus, and rhythmic, the instruction and practice which is given in the physical education class period is planned to lead to more efficient performance. A program of competitive tests through which the factors of physical fitness may be measured serves to motivate the program of training for physical fitness which is being urgently stressed during these war days, and also promotes the objectives of physical fitness.

Motor achievement is accurately measurable by means of these tests. They were

chosen on the basis of simplicity, ease of administration, and availability of facilities and equipment. A class of 80 boys can be tested in two periods with time left over for other activities. The results of the tests are used to improve the instructional program, to motivate the student, and to help in grading.

Events in the Pentathlon consist of (1) pull-up, (2) standing triple broad jump, (3) push-up, (4) squat thrust, and (5) twisting sit-up. In order to minimize the effects of maturity and size on ability to perform, a scientifically devised classification involving age, height, and weight is used. Boys are arranged in six classes, each having a different scoring table for each event. A number of suggestions to teachers on class organization and test procedures are included in the pamphlet. Scales for scoring performance in each event have been so constructed that a given score on any particular event is equivalent in terms of quality of performance to the same score on all other events. Consequently the scores on five events can be added (range 0 to 100) to give a total score for the Pentathlon.

All boys were tested during the month of October. The Pentathlon will be given again during the months of January and May so that both pupil and teacher may be able to note improvement and lay out a course of action according to the objective evidence obtained. Early returns indicate that the tests are very popular with the boys who are anxious to compare themselves with others in the class and with set standards.

¹Director of Physical Education, Cincinnati, Ohio.

MAINTAINING A YOUTH RECREATION CENTER

Franklin M. Young¹

Teen Tavern, a youth recreation center, is being operated this year at Miamisburg, Ohio, for the benefit of students in the higher grades. The youth center, which is sponsored by the Miamisburg Community Chest, was opened last year for four months on a temporary and experimental basis.

The second floor of the Catholic Community Center was chosen as the most desirable location for the center. Two rooms are available, one used for a combined playroom and lounge, and one for a dance room. A pop and snack bar is located in the large hallway between the dance room and the recreation rooms.

The youth center has a potential membership of 500, of which 70 per cent has already been reached. Pupils from the eighth to the twelfth grades are eligible for membership. Each member is charged a fee of \$1 and is permitted to bring one guest nightly, at a fee of 25 cents. No guests are admitted unless accompanied by a member. The activities include dancing, ping-pong, checkers, chess, cards, radio, and reading.

The center is managed by a governing board of seven members, elected by the members. This board sets up the rules governing the center and plans the special events for the year. Two physical-education instructors, a man and a woman, have been employed to supervise the center, which is in operation four nights a week—two nights from 7:00 to 10:00 p.m., and two nights from 7:00 to 11:30 p.m.

¹Superintendent of Schools, Miamisburg, Ohio.

PREPARE HISTORY OF COMMUNITY

The faculty and students of the Rumson High School, at Rumson, N. J., have begun work on "A History of Rumson," a book of 200 pages, with illustrations and maps. The table of contents indicates that the material will be quite inclusive, giving some of the early history of the town, and data concerning social and political life, public buildings, public utilities, schools, and churches.



Board of Education, Jackson, Mississippi.

JACKSON BOARD CONTINUES RECORD OF PROGRESS

The board of education of Jackson, Miss., during the school year 1944-45, is continuing its record of progress even during wartime. The board is committed to the policy of representing the interests of all of the public school children, and in this direction will continue to consider all school matters as a committee of the whole, and to hold its executive officers responsible

and accountable for the administration and supervision of the educational program.

Latest reports show a total school enrollment of 13,681 pupils, of which 1500 were served in the wartime-extended school program of training workers for war industries, and of providing care for preschool and school-age children.

Approximately 500 school employees have maintained a good record in war savings, with 13 per cent of their income going into war bonds during 1943-44.

The board has completed the final project of a \$615,000 school-building program which was begun in 1941.

The program of school studies for the elementary and secondary schools has been broadened and adjusted, with the emphasis placed to meet war conditions.

The members of the board pictured are: Left to right, Mrs. M. L. Legler, secretary; E. D. Kenna; John C. Batte, chairman; T. W. Crockett; B. B. McClendon, vice-chairman.



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KEEPING OUT THE RAIN

How to waterproof a school building which leaked through the walls—that was the problem tackled recently by the business division of the Birmingham, Ala., board of education. How it was solved was explained by Mr. C. R. Cornic, business manager.

The school in question was the Parker High School, said to be the largest high school for Negroes in the U. S., with an enrollment of more than 3300. It is of hollow-tile construction with stucco on the outside and cement plaster on the inside. Cracks developed which permitted the rain to seep in through the walls. Water even crept along the upper-floor ceiling walls on the inside, rusting out the metal lath, causing the plaster to fall.

In order to correct this situation, a weather-proofing coat had to be found for the outside, one which would act as a complete raincoat for the whole building. Mr. Cornic received bids from about a dozen concerns which offered waterproof film-coating material or paint, so he decided to test each firm's product and buy one that really would keep out the rain. He did a miniature trial job, using each product on a single brick and recording results. First, he dried the bricks on a radiator for 48 hours, to be sure they carried no dampness. Then, he painted the bricks, labeling the various coatings and paints used, and let them dry 48 hours. Next he weighed the perfectly dry, painted bricks and recorded the results exactly. Following that, he soaked all of them for 48 hours. Last, he weighed them again while wet, then selected the bidder whose brick showed the least difference in weight.

The product selected was a varnish-base product adapted to stucco and masonry buildings, and which had been developed by a paint company at the request of Warren, Knight & Davis, a leading Birmingham firm of architects, and which had been successfully used a few years ago to waterproof a large local department store.

Before the varnish-base paint was applied, Mr. Cornic had his men go over the building

inch by inch and clean and fill all cracks with a calking compound or cement. After this "face lifting" process the building was then gone over with wire brushes to remove all surplus or loose particles of stucco or cement. Then the waterproofing coat was applied and on top of that the entire structure was given two coats of a high-grade oil-base paint. The result was a very attractive job, as well as one which completely sealed out the water. No longer can water get into cracks, and then freeze and expand to produce bigger cracks.

"I must point out that there are three distinct steps to a satisfactory job of this kind," said Mr. Cornic. "First, the selection of the right materials, second the preparation of the surface, and third the application of the paint. They are all important and the job will not be satisfactory if one is neglected, as for example, if the surface is not properly prepared, all cracks filled and surplus materials brushed off.

"It cost us \$6,000 to refinish the exterior of this school, but we are well pleased with the results and believe the job will stand against the elements for years to come. The building was painted a light gray with a cream window trim."—George H. Watson.

RECORD SCHOOL-BOARD SERVICE

In the little town of Montgomery, Mass., there lives a quiet, unassuming gentleman whose name is Myron E. Kelso. Thirty-five years a member of the School Committee, he was first elected to the position in 1905. He has served continuously with the exception of the years 1911, 1916, 1917, 1930, and 1931 when, at his own request, he was excused from serving.

Union District No. 35, of which Montgomery is a part, was organized in 1901 with Julius E. Warren, father of the present commissioner of education in the State of Massachusetts, serving as superintendent of schools.

Mr. Kelso became a member of the School Committee during the last year of Mr.



Myron E. Kelso

office for the district committee which represents the towns of Huntington, Russell, Blandford, and Montgomery. Mr. Kelso remembers that Superintendent Julius E. Warren was followed by Mr. Ira T. Chapman who served for two years. Mr. Chapman's successor was Leon O. Merrill, who remained in the district for ten years, to be followed in 1917 by Melvin J. West. Mr. West served as superintendent for twelve years until he retired at the age of seventy. In 1929 Leon M. Orcutt was elected to the district superintendency. He remained for thirteen years until, in 1942, he was granted a leave-of-absence to enter the Armed Services. Stanley W. Wright was acting superintendent from February 1942 to June 1944 at which time the author of this article was chosen.

Service such as Mr. Kelso has rendered deserves recognition. For the last eighteen years he has filled the position of chairman of Montgomery School Committee. Mr. Kelso is also Selectman, a member of the Board of Public Welfare, and a trustee of the Pettis Fund.—Charles P. Lawrence.

NEW INNOVATIONS AT WELLINGTON, OHIO

The board of education at Wellington, Ohio, has completed the construction of a new recreation field, which is being financed by public subscriptions. The project was initiated by the fathers of boys on the football team who raised over \$5,000. The field has been graded and seeded and provides space for a skating rink, tennis courts, baseball and softball fields, horse-shoe courts, badminton, volleyball, and croquet. A floodlighting system and bleachers will be installed next year.

In an effort to emphasize mathematics and science, the board has approved a senior review course in mathematics for the second semester.

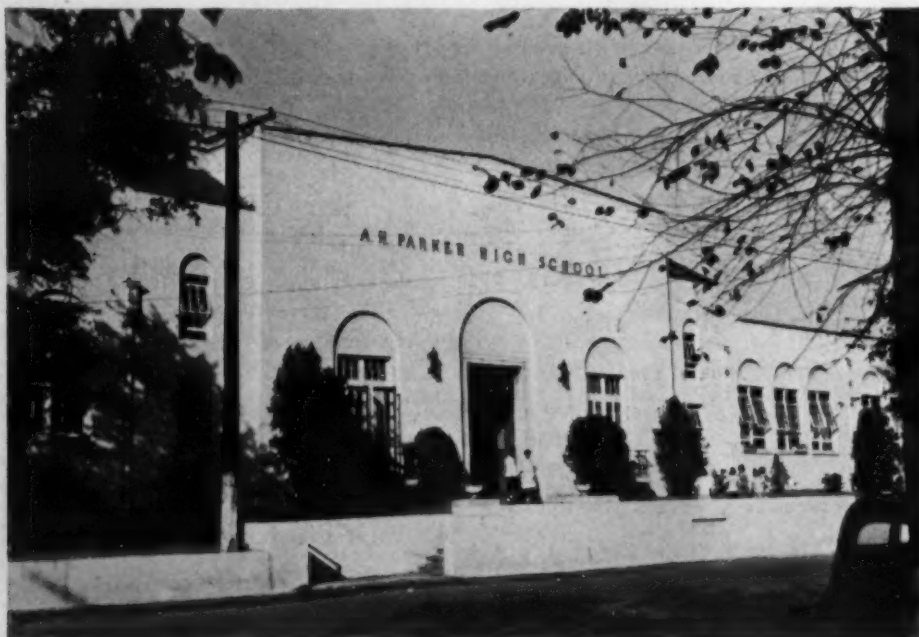
The morning school schedule has been arranged on the hourly basis, with part of the period given to supervised study by the subject teacher.

No preinduction courses have been introduced as yet due to a shortage of teaching personnel.

BLOOMFIELD ESTABLISHES ADMINISTRATIVE COUNCIL

A school administrative council, an advisory group to the superintendent of schools, Mr. Henry T. Hollingsworth, has been created at Bloomfield, N. J. This Council which has undertaken an analysis of the future needs of the public schools, comprises a committee including the superintendent, directors, business manager, principals, department chairmen, teachers, and lay representatives.

A comprehensive report has been made to the board, which will be studied and acted upon. The cooperative effort, it is expected, will lead to the strengthening of the structure of the entire school system. An outline showing needs to be considered by the committee has been prepared to serve as a guide in future studies of the schools.



Entrance to the Parker High School, Birmingham, Alabama, said to be the largest high school for Negroes in the world, which was recently completely waterproofed.



Scene from "Paris Liberated, Yanks Recapture Guam," example of the current event films which Filmosound Library speedily releases.

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School Administration News

PROPER NUTRITION NEEDED FOR SCHOOL CHILDREN

More attention to the nutrition of children in the past fifteen years would have meant fewer selective service rejections during the war years, according to George D. Stoddard, State Education Commissioner of New York State.

"The antipathy of yesterday toward feeding children in school is today largely gone," he added. "People now see that improving children's health, physical condition, and social habits through school lunches is not a radical departure."

Doctor Edwin R. Van Kleeck, Assistant Commissioner of Education, has stated that upward of 3000 schools in New York State operated lunch or milk programs during the past year. More than 600 of the lunch projects were federally aided. Funds for supervision are supplied by the State War Council and cash subsidies are furnished by the War Food Administration, in which New York State benefits in the amount of \$50,000,000.

Children whose parents can afford to pay all or part of the cost of the school lunch are required to do so. Where a lunch costs 15 to 18 cents, and a family has four or five children in school, this cannot always be afforded, and in such cases the federal subsidy serves.

THE STATUS OF THE SCHOOL LUNCH PROGRAM

Approximately a million children in eleven mid-west states, an increase of 150 per cent over the same period in 1943, are now participating in the

community school lunch program, according to E. O. Pollock, regional director of the Midwest Office of Food Distribution of the WFA.

Up to the present, the lunch program has been inaugurated in 5101 schools in eleven midwest states and these schools are now serving nutritious, daily lunches to 978,277 children.

Funds allocated as federal assistance to the community lunch program in the eleven states, from the \$50,000,000 appropriated by Congress for this purpose, will soon be entirely encumbered.

Mr. Pollock reports that parent, educational, and civic groups everywhere in the eleven states have enthusiastically endorsed the school lunch program, due to a growing appreciation of the importance of proper nutrition for growing children.

OFFER GUIDANCE PROGRAM IN LA GRANGE, ILL.

A complete guidance program has been put into effect in the public schools of LaGrange, Ill. A testing program has been set up, which is used in analyzing and scoring pupils to fit individual and group needs. The results of the tests, together with family information, and other data are used in counseling in the schools. In the junior high school, the program includes student councils in each school, an interschool student council which meets three times during the year, a program of home-room guidance, cooperation with the guidance department of the high school, and the publication of a student handbook.

PROGRESS IN ADMINISTRATION AT EASTON, PA.

The Wilson High School at Easton, Pa., during the past four-year period, has experienced some gratifying results in its school program and has been able to maintain a practically uniform level of school enrollment. The high school has maintained an efficient guidance program, has promoted the cooperation of parents and employers, and has carried out successful war-time school activities. Under the last mentioned work, students in grades 7 to 8 and grades 9 to 12 are allowed to take on part-time jobs without reducing their school time. A full program for selected seniors is maintained by arranging their school hours on the basis of five 45-minute periods, with the morning session closing at 12:15.

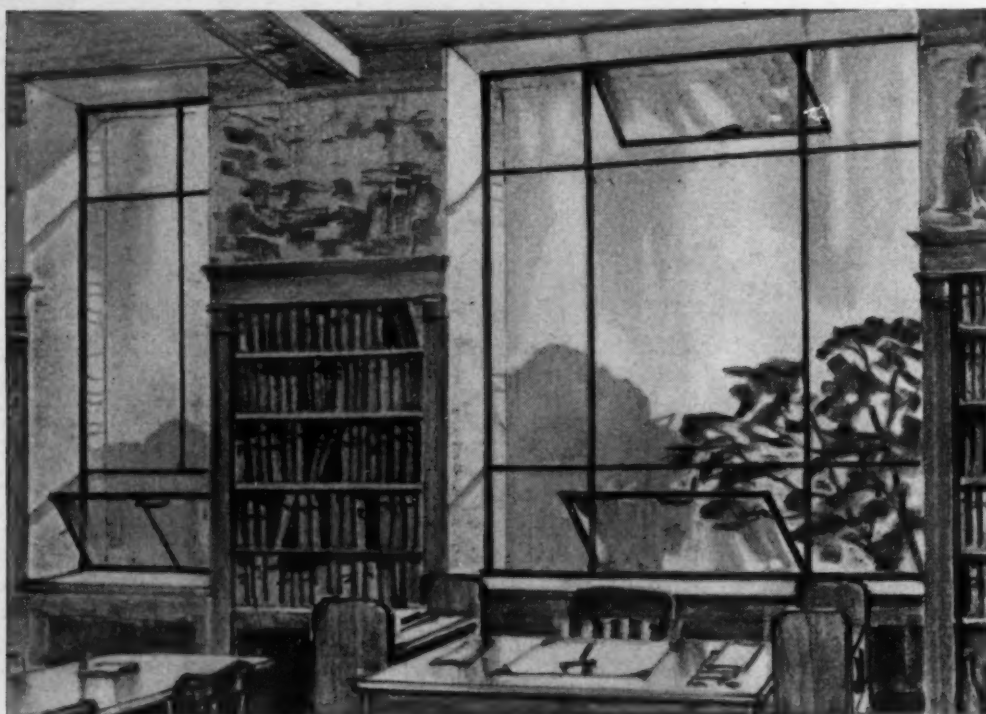
During the celebration of American Education Week a panel discussion was held on the subject, "Improving the Schools for Tomorrow." Speakers on the panel included a representative of the parent-teacher association, a representative of the American Legion post, a member of the board of trade, a member of the A.F.L., and the president of Lafayette College. An assembly program was given in which seven seniors presented biographical information for national, state, and local political candidates, and arguments for each party.

CONDUCT SPECIAL MARINE COURSE IN KLAMATH HIGH SCHOOL

A special 13 weeks' vocational course in subjects related to service in the U. S. Marines was completed in October at the Klamath Union High School in Klamath Falls, Ore.

Klamath Falls is also the location for a Marine Division, and the classes in typing, welding, machine-shop work, sheet-metal work, drafting, and radio were begun for the express purpose of fitting marine combat veterans for advanced service in the corps, as well as to give them trade training for civilian life. The boys attended school one half day, either in the morning or afternoon, and worked alongside regular town students. Although no credit is given for the work, the boys are attracted to the classes and more volunteer for the training than can be handled.

The facilities of the high school's mechanical department are open to the marines, and civilian instructors are employed for the class instruction. One hundred and six students began classes for the second session on October 25, but these attend school all day, the same as regular students, for a six and one-half week period.



What to Expect IN WINDOWS FOR TOMORROW'S SCHOOLS

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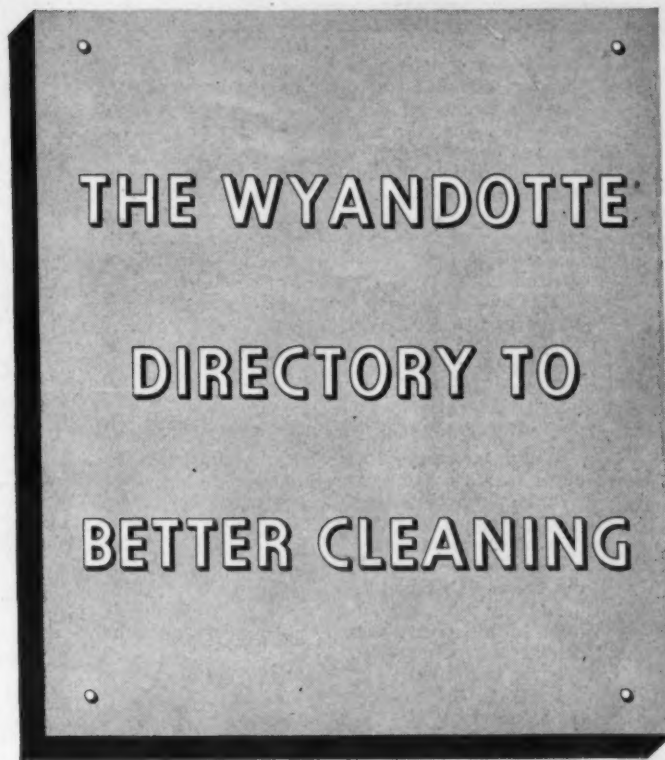
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School Administration in Action

HIS TRUTH GOES MARCHING ON

Paul L. Kirk¹

John F. Keating was one of America's outstanding educators. His service record, forty years as superintendent of schools in Pueblo, Colo., is eloquent tribute in itself. During those forty years of service to his community he built a great school system.

His was a busy life and, with all the duties of his offices, he lectured, taught at summer college sessions, and conducted special classes for his teachers during the school term. He was prominent in the state educational association and never missed a convention of the Department of Superintendence.

When he died in July of 1937, he left behind a remarkable amount of written material in the form of notebooks, essays, etc., which he never quite had time to assemble and unify. In this material is a wealth of sage advice for teachers, principals, and superintendents. A few of the notable gems are quoted below:

THE SUPERINTENDENT AND BUSINESS SPECULATIONS

Mark Twain said, "There are two times when a man should not speculate. One when he cannot afford it and the other when he can."

There are likewise two times when the superintendent should not speculate, when he is making a success in his work, the other when he is failing in it.

No where is it more difficult to serve two masters than in the teaching profession. Often will the superintendent be led up to a lofty pinnacle of eminence and promised the world. He must have the professional courage, grace, and character to say "get thee behind me."

This is not only the moral attitude but the common sense business attitude as well.

Great superintendents, great principals, great teachers die poor.

The superintendent, the principal, and the teacher must be bigger than his job. He must not depend upon the niceties of diplomacy or the tricks of school politics, or any other kind of politics, to keep his place, but on the largeness of his life and the efficiency of his service.

The superintendent's relations to principals, teachers, and pupils are judicial in their character.

It is his business to listen with open mind to complaints and requests. He must suspend judgment until all possible admissible data is in and render his decision in the spirit of fairness, sincerity, and sympathy. When once he has established in the minds of his people a reputation for fairness, no matter who may be involved, school administration becomes a comparatively simple matter.

In the hands of such a superintendent the parent, the teacher, and the child may safely trust their cause and will gain though they lose the decision.

The superintendent must be careful of the feelings of all. All will resent anything he does in the way of bringing down upon them humiliation.

The reversing of a decision made by the principal or teacher is a delicate and dangerous procedure, hence the necessity for such decisions must be guarded against.

Certain rules must be made. The teacher may find, or think she finds, the rule limiting her ini-

tiative—a stumbling block to progress. Take for instance the rule on corporal punishment as we have it in our schools. The superintendent must show that the rule is for the safeguarding of the teacher as well as the child.

The superintendent must apply business methods in the purchase and use of supplies. He should keep in close touch with finance committee of his board and should know just how much money is available and must cut his [budget] cloth accordingly.

He should be able to inspire and help his co-workers.

The course of study should be a thing wrought out together, not a thing handed down or up as the case may be.

THOUGHTS ABOUT THE SUPERINTENDENCY

1. The superintendent represents culture in its effort to reach the new generation.

2. He is the intermediary between the teachers and the board of education.

3. He is the attorney for the teacher.

4. He is the chief executive officer who reins the board of education.

5. He is the paid advocate of progress and is false to his trust when he surrenders even in defeat.

6. He is the head of the schools.

7. He is the acknowledged leader of educational progress.

In discharge of these responsibilities he encounters many perils:

1. Greatest peril is the peril from losing confidence in his own success.

2. The second peril is the peril of physical overwork. Motto "a day's work today and a day's work tomorrow."

3. A low physical tone. Exercise.

4. Lowering of the moral tone. He sees many things that tend to embitter him against humanity.

5. Peril lies in waste of energy, for example, in textbook making, or devoting too much time to public addresses.

6. [He is] in peril of losing the equal social qualities and assuming the air of the bureaucrat or an autocrat.

7. [A] seventh peril is that he may talk too much or too little. Much of his work is judicial and needs close reasoning and little speech. Then much of his work is inspirational and needs imagination and exposition. To talk too much is to cheapen oneself, he who talks too little loses many an opportunity to do good.

8. [The] next peril is running into debt and borrowing of politicians or rich men, or persons interested in local school affairs. If one must, borrow of the bank. Credit is a bribe to extravagance.

9. [There is danger of his] underestimating the value of his services as his experience increases and his community grows in population.

10. [He is in] peril in too closely identifying himself with some local and partial institution or society.

Social Sciences and the Teacher's Opportunity to Train Children for American Citizenship

Train the boys and girls to take part in American politics. They should learn to play this game for it is the great American game. Train them to play it fair; to play it according to the rules of the game; to know that the present rules need revision and that future rules must be developed along the lines of honesty and fairness.

SCHOOL AND HOME COOPERATION STRESSED

The school board at Wesleyville, Pa., in an effort to more closely unite the school activities with the home, as well as to aid teachers in understanding their pupils, has introduced a new plan of parent visitation. Each teacher invites a

parent to visit her every Friday. School is dismissed on that day one-half hour earlier, which insures freedom from interruption.

In the opinion of the school authorities, the plan has proved successful because it has benefited both parents and teachers.

OFFER COOPERATIVE TRAINING PROGRAM AT PARAGOULD

A cooperative training program is being offered in the high school at Paragould, Ark., under the direction of Mr. Rufus D. Haynes, co-ordinator.

The program seeks to offer high school students an opportunity to learn a useful occupation while still in school, to help bridge the gap between school and community, and to make less abrupt the transition from school to the problem of making a living.

Under the plan, each student is required to spend two hours a day in the department, to carry two regular subjects, and to work a minimum of twenty hours a week on the job. During the first hour of each day, a complete study is made of such units as mathematics, spelling, salesmanship, English, holding a job, social relations, and personality development.

SCHOOL PROGRESS AT PARAGOULD, ARKANSAS

The high school program at Paragould, Ark., under the direction of Mr. Ralph Haizlip, principal, has made remarkable progress during the school year 1943-44.

Two features of the work were a new physical-education course and facilities for a machinework course. The latter course is offered in the Trade School and is open to senior boys and girls who are nearing their eighteenth birthday and will be liable for military service.

The administrative department stressed a better quality of work and better attendance. Parents were informed of pupils' delinquencies so that they might assume some responsibility for their children.

The high school parent-teacher association was responsible for the fine program which it carried out for the betterment of the school. The school attained one hundred per cent in raising funds for girl scout work, home economics, and the school library.

INTRODUCE COUNSELING PROGRAM

A complete program of counseling for pupils in the elementary grades is being offered in La-Grange, Ill. The program endeavors to assist teachers in obtaining all necessary information about the pupils. This is readily obtained through daily contact in the classroom, through observation of playground activities, through informal conversations with pupils, through parent conferences, and through objective tests. Teachers are permitted to refer any child to the principal, who in turn reviews the case before referring the pupil to the guidance counselor. In many cases, recommendations are made jointly by the teacher, the principal, and the guidance counselor for the proper handling of a particular case. In the junior high school grades much counseling can be done by the home-room teachers, who are permitted to work with the guidance counselor and the principal.

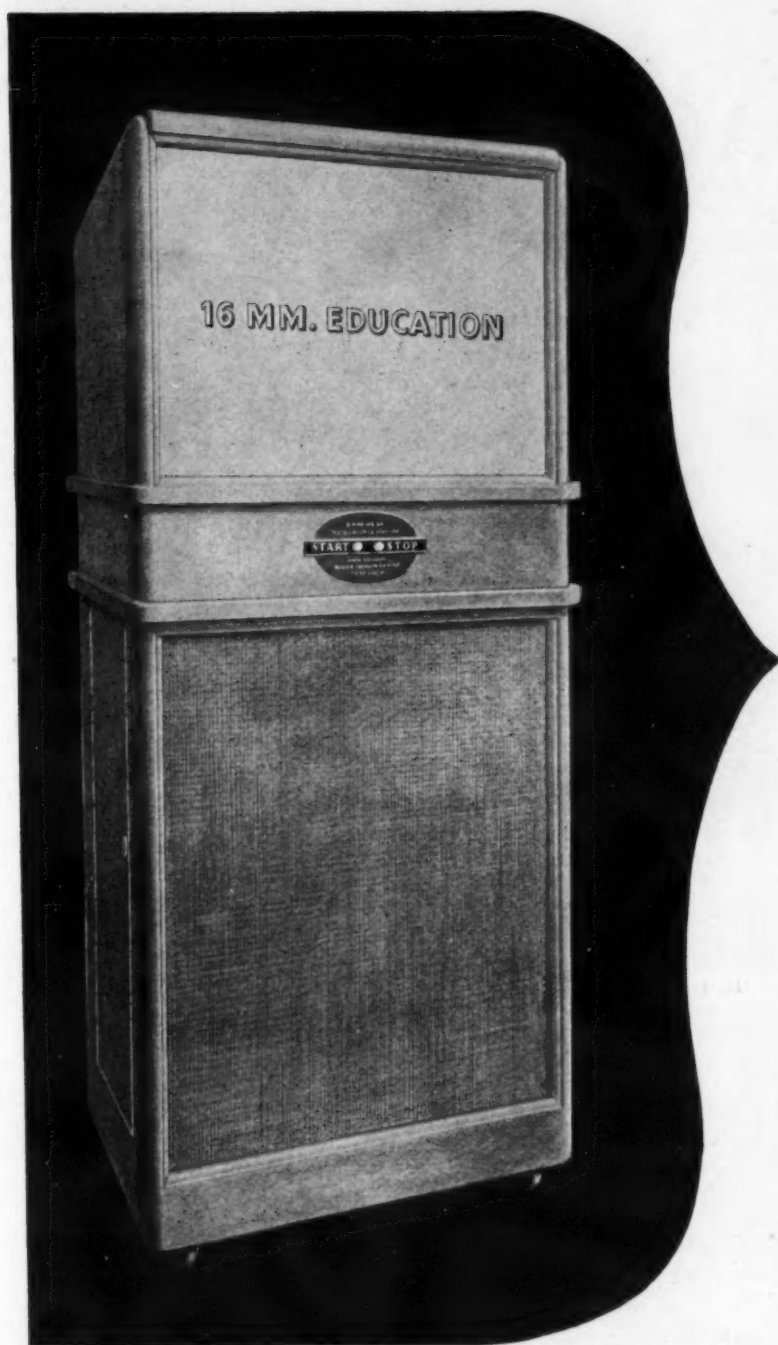
SCHOOL ADMINISTRATION

► The median level of education of American soldiers in World War II is the second year of high school, as compared with the sixth grade education held by the average doughboy in World War I, the Office of War Information has reported on the basis of statistics compiled from representative studies, conducted by the U. S. Office of Education.

In World War II, 23.3 per cent of the soldiers had completed four years of high school, whereas only 3.5 per cent of the soldiers in the last war had done so.

The two largest groups in both wars, however, included those who had completed no more than five to eight years of grade school. The percentage was 27.4 per cent in this war, as compared with 55.5 per cent in the last war.

¹Superintendent of Schools, District No. 20, Pueblo, Colo.



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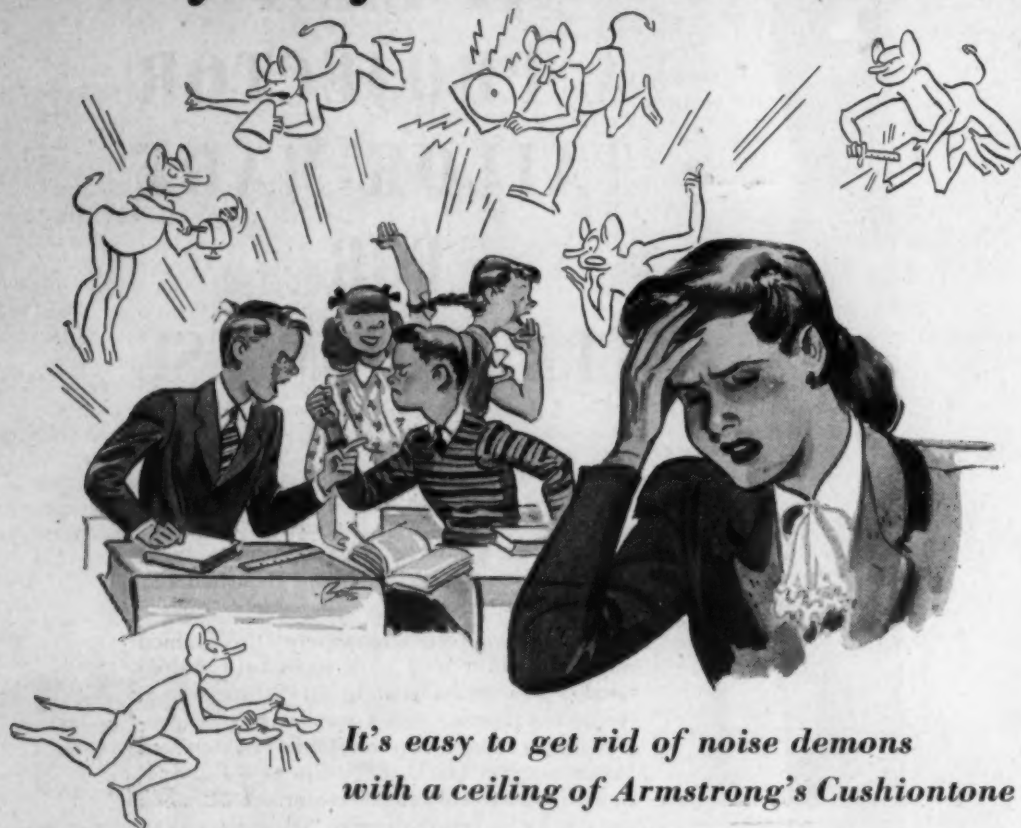
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School Board News

► Seymour, Conn. The school board has adopted a new policy governing the award of high school diplomas to students inducted into the armed forces. Students classified as seniors, who have earned 12 credits, and who are satisfactorily carrying sufficient credits for graduation, and are inducted into the armed forces during the second half of the senior year, will be granted diplomas. Any student classified as a senior (12 credits), whose general over-all average places him in the lower two thirds of his class at the end of the junior year, and who is inducted, will similarly be given a diploma, if he demonstrates high school graduate achievement.

► Oklahoma City, Okla. The school board has refused to grant the use of the Central High School auditorium for a political debate.

► Nevada, Mo. The school board has adopted new rules to govern the school band's appearance in political concerts. Under the rules, the band may play only when requested by either the Democratic or Republican committees. Only the two major parties will be granted use of the band.

► Bishop, Tex. The school board has purchased two houses to provide homes for teachers. A five-room cottage and a six-room house have been obtained for this purpose.

► North Adams, Mass. The school board has adopted new tuition rates for nonresident pupils attending the city schools. The rates are: elementary schools, \$82 per year; junior high school, \$108 per year; senior high school, \$103 per year.

► New York, N. Y. The experiment in all-day neighborhood schooling, which the board of education is conducting in Public School 194, in Harlem, has proved highly successful.

Organized under the sponsorship of the Public Education Association, the community center is open daily until 10 p.m., and provides education and recreation for both children and adults of the section. The school serves a section where 10,000 persons live in nine square blocks and the school has become the natural place to turn to for recreation.

► Springfield, Mass. The school board has decided not to extend the Christmas vacation in the city schools. Students will not be given more time off to help in stores because some trained students always work in the stores as part of their training.

► Fall River, Mass. The school board has considered a new rule which would require high school students desiring to participate in extracurricular activities to have marks eligible for passing all subjects studied. Where such marks are unsatisfactory, the students would be restricted from participation in activities.

► Madison, Wis. The school board has voted to spend \$3,000 for the purchase of playground equipment for the elementary schools. The equipment will be stationary and nonhazardous and sufficient to accommodate a large number of children at a time.

► Marceline, Mo. The board of education has approved school credit for educational experience gained in military service.

Under the plan, young men whose high school education was interrupted by the war and who return to school under the GI law to continue their education after discharge from the army will be given special attention. Two units of credit will be allowed for basic military training and orientation, but no credit will be allowed for military service alone. Additional credit may be gained through educational achievement resulting from special training or experience obtained through programs in specialist schools, off-duty educational programs, experience gained from travel, and observation and living in new locations. Credit will be given upon presentation of documentary evidence from reliable sources, including the Armed Forces Institute and military authorities in charge of training programs.



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In addition to the Hy-Flect Glass Beaded Screen Surface—you will find many innovations, special conveniences and unique advantages in Radiant Screens. These include:

1. Automatic Clutch. A positive device that permits instant raising and lowering of screen housing without the necessity of manipulating screws and bolts. So simple and easy to operate a child can use it.

2. Quick Tripod Release. Tripod legs may be opened or closed quickly. They

support the screen in *any* position for wide or narrow spread without set screws or plungers.

3. Auto-Lock. (Pat. applied for.) Just touch convenient button for raising or lowering center extension rod and screen instantly.

4. Convertible from Square to Oblong.—for movies, stills or slides. Radiant square sized screens are convertible to oblong by merely raising screen to indicated position.

Radiant Manufacturing Corp.,
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Please send me **FREE** complete Radiant Screen Bulletin giving full specifications, features, prices of complete line of Radiant Tripod, Wall, Ceiling and Table Screens for schools, homes, clubs, and industry.

Name _____

Address _____

State _____

City _____

School Law

TEACHERS

A city or county school board's rules and regulations in effect at the date of making or renewal of the teacher's employment contract are integral parts of such contract.—*Rible v. Hughes*, 150 Pacific reporter 2d 455, Calif.

A city or county board of education may exercise its discretion in adopting permanent teachers' salary schedules, though such schedules must be adopted before the beginning of the school year, allowances based on years of training and experience must be uniform and subject to reasonable classification, and schedules must not be arbitrary, discriminatory or unreasonable. Calif. school code, §§ 5.731, 5.734.—*Rible v. Hughes*, 150 Pacific reporter 2d 455, Calif.

A city school board's rules, providing for decreases in salaries of permanent teachers failing to complete courses of study at accredited educational institutions within prescribed periods, were not invalid as imposing on such teachers training requirements in addition to those prescribed by the state board of education as conditions precedent to employment. Calif. school code, § 5.731.—*Rible v. Hughes*, 150 Pacific reporter 2d 455, Calif.

A city school board's salary schedules, providing for decreases in salaries of permanent teachers failing to complete courses of study in accredited educational institutions one summer in four, are not invalid as discriminatory, as uniformity required by the statute in salary schedules making allowances for years of training and service is not violated by a reasonable classification.—Calif. school code, § 5.734.—*Rible v. Hughes*, 150 Pacific reporter 2d 455, Calif.

SCHOOL LAW

► The federal district court at Shreveport, La., has issued a restraining order prohibiting the local school board from enforcing its recent resolution expelling or suspending members of the secret organizations from the Byrd high school.

The restraining order was issued a few hours before school authorities were to begin enforcement of the board resolution, which is based on a law passed by the last legislature. The order came after the plaintiff Byrd parents had exhausted all immediate remedial means in the state court.

The parents claim that the state law deprives them and their children of vested rights without due process of law, abridges their privileges and immunities, deprives them of equal protection of the laws and attempts to grant special privileges to a class, limiting the privilege of free education to students who are not members of Greek-letter fraternities and sororities—thus violating the due process amendment of the federal constitution.

CHILDREN'S BUREAU URGES 16-YEAR MINIMUM EMPLOYMENT STANDARD

A statutory 16-year minimum-age standard for employment of children in any occupation during school hours and in manufacturing establishments at any time is being put forward by Katharine F. Lenroot, Chief of the Children's Bureau, U. S. Department of Labor, as a major objective in the transition period from war to peace. She calls for community support of legislative action toward that end by States having legislative sessions in 1945. The effective date of such legislation might be postponed, if it seemed desirable, until the end of hostilities.

Fifteen States have already adopted child-labor laws that meet or approximate the recommended 16-year minimum. Miss Lenroot said, but 33 States still fail to meet that minimum, which has long been recognized as a desirable and

practical goal in child-labor legislation. In 29 States the minimum for such employment is 14 years; in 4 States, 15 years.

"The time for the establishment of the 16-year minimum-age standard is opportune," Miss Lenroot said. "The termination of hostilities and the curtailment of war production will inevitably mean a reduction in man-power needs. One obvious way to cushion the transition to a peacetime economy is to raise child-labor standards, thus delaying the entrance of 14- and 15-year-olds into the labor market and at the same time withdrawing from the labor force the considerable numbers now employed under conditions inconsistent with our peacetime aims. A double objective would be served, for 14- and 15-year-olds who otherwise might be employed would remain in school, and others now working would be likely to resume their education, a worthwhile achievement in itself."

Of the 15 States having legislation that approximates the recommended standard, 2, New York and New Jersey, meet it, and in the other 13 States considerable progress has been made toward reaching it. The latter group includes Connecticut, Florida, Louisiana, Massachusetts, Montana, North Carolina, Ohio, Pennsylvania, Rhode Island, South Carolina, Utah, West Virginia, and Wisconsin. Though all have a 16-year minimum age for work in manufacturing establishments, at least during school hours, and most of them have this minimum age for many types of employment during school hours, their laws still fall short of the desired standard because of exemptions or failure to cover certain types of work.

PHILADELPHIA'S NEW RADIO SERIES

The Philadelphia schools are offering two new radio programs each Monday, at 2:15, over Station WFIL. The broadcast, "Science is Fun," is planned for children of the third to the sixth grade, and is being produced in cooperation with the Franklin Institute.

OFFER EXTENSION SERVICE PROGRAM

The Northeastern Wisconsin Teachers' Association has for a number of years conducted a series of Saturday teachers' conferences throughout the school year. These meetings have taken the form of technical discussions of various phases of education—English, social science, mathematics, supervision, administration, etc. They are intended, primarily, for teachers in the different subject fields and for school administrators. Attendance has ranged from 50 to 250, depending upon the subject matter and the weather.

The conferences, which are under the direction of Supt. H. C. Wegner, Waupun, chairman of the extension service, follow the forum plan, with discussions and questions from the floor, directed by the chairman. Teachers are invited to submit

questions and attention is focused upon those subjects of most general interest and instructional value.

The conferences have been the means of rendering a real service, keeping the teachers professionally interested and stimulated. School boards and the general public have also indicated their interest in the programs and in the teachers who are willing to give of their time, effort, and money in attending the meetings.

REMEDIAL WORK IN READING AND ARITHMETIC

Under the direction of Superintendent William F. Kimes, the administrative department of the public schools at Delano, Calif., in order to meet a problem created by the influx of a large number of migrant farm labor, has set aside one hour of each day in the seventh and eighth grades for remedial work in reading and arith-

metic. Shop and cooking subjects are allowed one 90-minute period weekly.

Under the plan, students having an IQ of 75 or more and who are ten months or more below their grade level are assigned to a remedial class. The remainder of the group elects one subject from the following: shop, agriculture, instrumental music, glee club, art, and cafeteria worker.

All new pupils entering the schools are tested on the Monday following their admission and are assigned to a group depending upon the test results. Pupils are promoted from the remedial classes at six weeks' intervals. Those pursuing elective subjects are allowed to change only at the end of a semester. Band pupils who are not in the orchestra are permitted to go to the library for the period the same as pupils waiting for assignments.

The school system has two eighth grades and three seventh grades, with a total school enrollment of 180 pupils. The students, the parents, and the teachers are very happy over the results achieved in the semester and a half the program has been in operation.

EDUCATORS ASK FM CHANNELS

In answer to frequent appeals from educators, the Federal Communications Commission is giving consideration to the allocation of additional FM channels for educational broadcasting by local school systems, educational institutions, and state education departments.

The educators have made two requests. One is for the allocation of a minimum band of 15 consecutive 200-kilocycle channels, located in the radio spectrum immediately adjacent to and continuous with the commercial FM band.

The second request is for the educational use of a sufficient number of relay-transmission frequencies to make it possible to connect stations by means of radio-relay links and to connect studios of outlying program-production centers with near-by school-owned transmitters by means of studio-transmitter radio-relay links.

In 28 states plans are being made to construct a sufficient number of educational FM stations to permit every home in the state to receive educational broadcasts from at least one station. In six additional states educational FM stations are being planned locally by individual city school systems, colleges, and universities to provide educational service for large numbers of men and women.

Four of the larger cities—San Francisco, Chicago, Cleveland, and New York—already have educational short-wave FM stations in operation, and 62 additional cities have either applied for licenses or expect to do so in the near future. Other cities either have or are planning studio facilities which will enable them to share in producing programs to be broadcast over educational stations currently being planned for their localities.

HEALTH PROGRAM CONDUCTED IN LA GRANGE, ILL.

A comprehensive health program is being carried on in the public schools of LaGrange, Ill., under the direction of a full-time nurse. The program which calls for the services of a part-time dentist, is being carried out with the co-operation of the regular teaching staff, the parent-teacher association groups, the community nurse and service association, the Chicago Tuberculosis Institute, and the Cook County Public Health Unit.

In general, the activity includes inspections, dental surveys, vision and hearing tests, control of communicable diseases, tuberculin tests, first aid, and summer round-up work. All children are given routine medical inspections at the beginning of each semester. In addition, each child absent from school with a contagious disease must be approved for readmission by the nurse, or by the principal in case of the absence of the nurse.

During the postwar period it will be the aim to offer more adequate health and physical education suited to the needs of all pupils.



BRIGHT SPOTS

One of the highlights of the industrial picture is the speed with which American manufacturers developed adequate products when war took their vital materials and key manpower.

Take Von Duprin, for example. Using brass and bronze for interior members only, Von Duprin engineers produced an amply large and fully satisfactory line of devices, using malleable iron for all exterior parts.

In actual use these Victory model devices have proved completely safe in every emergency. They have provided the people in your buildings with constant, sure, instantaneous exit. They have done well the job for which you install any self-releasing fire and panic exit device.

They are in every way worthy of the Von Duprin name they bear.



AUDIO-EDUCATION



**helps good teachers
do an even better job!**

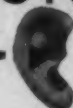
For audio-education places at the teacher's command an additional attention-getting, interest-arousing stimulus of the greatest potency. While its full possibilities have, as yet, been barely tapped, so much of value has already been established that schools in all parts of the country are now using radio and phonograph as teaching aids in such subjects as social science, literature, foreign languages, music, physical education, and many others.

Audio-education facilitates both the teaching and the learning processes. Experienced educators believe it will prove one of the outstanding post-war educational tools, and are vigorously appraising its adaptability to their specific needs. To learn how audio-education can serve *you*, look in the classified section of your telephone directory for the name and address of your local Stromberg-Carlson Sound Equipment distributor, or write to Sound Equipment Division, Stromberg-Carlson Company, Department 64, 100 Carlson Road, Rochester 3, N. Y.



While now obtainable only under priorities, at war's end Stromberg-Carlson sound equipment will bring the best in audio-education to the schools of America. In sound equipment, as in radio, "There is nothing finer than a Stromberg-Carlson!"

STROMBERG-CARLSON



STRAIGHT-LINE COMMUNICATION

SAVES MANPOWER • SPEEDS THE WORK TO VICTORY

School Business Administration

SCHOOL BOND PROGRAM PROPOSED

To provide jobs after the war for returning servicemen and war-production workers, and to effect the progress so essential to the well-being of the community in the postwar period, the board of education of Cincinnati, Ohio, has joined hands with the city and county in the preparation of a job-making program of public works projects. The projects provided for this joint program are estimated to cost a total of \$16,000,000.

In setting up these projects, three principles

have been kept in mind: (1) The projects determined upon represent the bare minimum of improvements that are necessary to modernize reasonably well all school buildings, and at the same time maintain the community's investment in the school plant. (2) The projects are selected to provide as many jobs as possible, and the purchase of sites will be kept to minimum standards. (3) The school buildings will not be extravagant but rather efficiently planned and economically constructed schools, furnishing the maximum of school space for the money expended. (4) The projects will be timed to stabilize employment over the period for which the bonds are authorized.

BUILDING NEEDS IN WILMETTE, ILLINOIS

Every school system needs a long-term building program to insure adequate and proper school

facilities. Such a program must be flexible and practical, but at the same time, must be sufficient in detail to guide every major improvement and addition.

The school year 1943-44 in Wilmette witnessed the beginning of a real long-term building program for the city schools. A committee, sponsored by the parent-teacher association, with the cooperation of the board of education and the professional staff, carried on a study for several months on the building needs, present and future. During the school year 1944-45 a public hearing will be held to evaluate the report so that the board of education may be able to proceed with the formulation of an official long-term plan.

A community plan has been prepared as a guide for the future development of the city. This report will be studied along with the parent-teacher report so that all planning will be in harmony with the general development of the community.

STANDARDS FOR SCHOOL-BUS INSURANCE

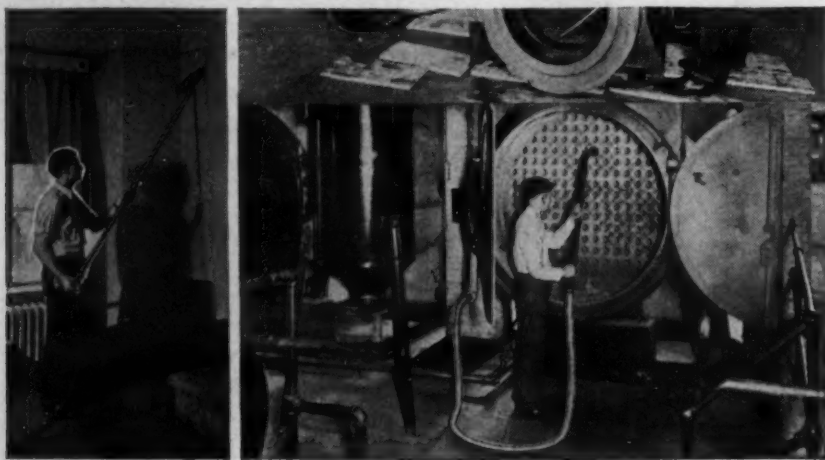
The Kentucky State Department of Education has recently made a constructive study of school-bus insurance. The department has set up twelve standards for evaluating and awarding contracts for insurance. Local boards of education are expected to consider these in addition to the formal state regulations. The standards are as follows:

1. Boards of education should not give some companies opportunities to bid and deny others which are qualified to bid.
2. Confidential information should not be given to some companies and withheld from others.
3. All bidders should be treated with equal fairness and consideration.
4. A policy of fair dealing toward all should be firmly established.
5. Local dealers should not be favored unless their products are as good as those of other competing companies.
6. Any consideration of bids or bidders should not be influenced by any political or family connection.
7. No special effort should be made to distribute business among the several competing companies or to give personal preference to either of these companies.
8. Definite standards for comparison of products should be established and used in determining to whom a contract should be awarded.
9. No superintendent or member of a board of education or employee thereof should receive any reward for service in connection with the placement of an order.
10. Collusion among bidders should not knowingly be condoned.
11. The superintendent and board of education of a district are justified in taking drastic measures when the conduct of bidders falls below high standards of business practice.
12. All activities in taking bids should be based on legal authority for such bidding and all forms for bidding should be made in such manner as will give full information concerning the products desired and provide bids on a definite and competitive basis.

PEORIA POSTWAR BUILDING PROGRAM

The board of education of Peoria, Ill., with the assistance of Supt. Melvin G. Davis, has begun work on a postwar building program, based on a survey made ten years ago by a committee of city planners. It is the purpose of the board to employ an architectural firm to prepare plans for future buildings, and to prepare a plan for financing the needed outlays.

► Perrysburg, Ohio. In January, 1944, the school board approved an emergency "cost-of-living" increase for school employees, which totaled 10 per cent plus \$200 above the salary schedule. In October, 1944, the board approved an additional increase for employees which totaled \$16.66 per work month.



Cleans THE MOST DELICATE DECORATIONS AND THE DIRTIEST BOILERS

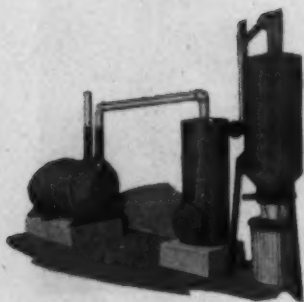
For a quarter of a century, Spencer Central Vacuum Systems were installed primarily to clean floors.

Special tools, easily manipulated on all kinds of floor surfaces, backed up by powerful vacuum, resulted in faster, better cleaning at lower ultimate costs.

In the meantime, other uses have become dominant in the minds of architects and building superintendents. Spencer cleans radiators, filters, and boiler tubes, and often saves its cost on these items alone in a few years.

In every kind of building it does something special—an extra dividend at no extra cost. In schools, its chalk trays; in theatres, projection machinery; in hotels, rugs; in stores, its displays, and in hospitals, dry mops.


Let us give you reasons why Spencer Vacuum Cleaning will result in a better cleaned building at less cost in the long run.



The vacuum producer and dirt container are located in the basement. Piping connects to convenient inlets all over the building.

SPENCER VACUUM CLEANING

THE SPENCER TURBINE COMPANY, HARTFORD 6, CONN.



Your DeVRY provides you with a Sound System that can be used separately for Field Days, Athletic and other similar events.

Your DeVRY separate Sound System is equipped with jacks for quick microphone or recorder hook-up—for Dramatic Classes, Assemblies, Forums.

GET THE TRIPLE-VALUE DeVRY

16mm. Sound-on-Film Projector

PLACE YOUR ORDER NOW!

Your DeVRY Sound-On Film Projector projects both Sound and Silent films... It is so simple that any bright student can easily operate it.

THE Triple-Value DeVRY is MANY machines in one. It offers you—in two light, easily carried cases—(1) all you need for 16 mm. SOUND MOTION PICTURE projection—(2) A mechanism adaptable to SILENT MOTION PICTURE PROJECTION, and (3) A SEPARATE AMPLIFYING SYSTEM for Lectures, Mass Meetings, Convocation or Dramatic Classes.

DeVRY High-Fidelity Sound is THEATER QUALITY. Speech is amplified in clear, crisp naturalness... Music is reproduced in full color and natural fidelity of tone, from crescendos to whispers—from the deepest bass to the highest coloratura—at any volume.

DeVRY Precision Projection gives you in the school assembly hall, or auditorium, that same type of flawless rock-steady image for which professional projectionists and theater operators the world over give credit to DeVRY.

DeVRY Precision 16 mm. MOTION PICTURE SOUND PROJECTORS are built by those same master craftsmen, from those identical materials, and according to the same specifications that won DeVRY CORPORATION its Fourth Army-Navy "E" award for excellence in the production of motion picture sound equipment—the only such award so far accorded any manufacturer for this type of equipment.

Select the Triple-Value DeVRY for its engineering and production excellence and wide diversity of uses; for its quality performance and for the long, trouble-free service it will give you.

WRITE for colorful literature—TODAY. No obligation. To assure School of TOMORROW'S best in 16 mm. sound-on-film projection, place your order for a DeVRY TODAY.

DeVRY CORPORATION, 1111 Armitage Avenue, Chicago 14, Illinois.

IMMEDIATELY AVAILABLE

DeVRY TRIPLE-PURPOSE SLIDE-FILM PROJECTOR for 2" x 2" paper or glass slides; single-frame slidefilm; and double-frame slidefilm.



DeVRY PROJECTION SCREENS in models from 30" x 40" to 20' x 20'. Glass-beaded.

FILMSETS 200-ft. 16mm. Silent Motion Picture Films, presenting Economic (Food, Shelter, Clothing), and Regional (Place) Geography for Intermediate Elementary Grades.



DeVRY FILM LIBRARY of selected 16mm. Sound and Silent Classroom Films. These films are for rent or sale.

DeVRY KODACHROME COLOR SLIDES and DISNEY CARTOON SLIDES. Write for colorful, descriptive folders.



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DeVRY ALONE has Earned FOUR Consecutive Army-Navy "E"s" for Excellence in the Production of Motion Picture Sound Equipment.

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Gentlemen: We are interested in the Projected Teaching Aids checked below:

- ☐ DeVRY Sound-on-Film Motion Picture Projector.
☐ DeVRY Triple-Purpose Slidefilm Projector.
☐ DeVRY Motion Picture Screens.
☐ DeVRY Film Library; ☐ Kodachrome Slides.

Name.....Title.....

School.....

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City.....State.....

ILLINOIS SCHOOL BOARDS DISCUSS POSTWAR PROBLEMS

Curriculum changes in the postwar era occupied the attention of the Illinois Association of School Boards and the Illinois City Superintendents, in its three-day convention, October 24 to 26, in Springfield. About 500 school-board members and 200 superintendents were in attendance at the various sessions.

E. J. Simon, State Director of Vocational Education, called attention to the great need for well-trained, skilled mechanics. This is the great need, he said, for the high school student who will not go on to college and who has chosen his vocation for the industrial world.

Speaking on the status of the junior college, Supt. Selmer H. Berg, of Rockford, proposed that it be so organized that new and over-

lapping districts are not set up, and that it be made an integral part of the existing school system. It should be open to every boy and girl of the state.

Ray Duncan, State Physical Education Director, devoted considerable attention to military training versus physical education, and declared that a vigorous physical fitness and health program is the best way to make America strong.

Dr. L. W. Esper, of the American Legion, advocated military training in schools to develop leadership, self-reliance, and fitness. E. R. Sifert, of Maywood, argued for a more deliberate policy which should provide national protection during the next ten to twelve years. Dr. James Shelby Thomas, speaking at the joint session in the evening, took for his topic, "Comes Peace—What Are You Going to Teach?"

A discussion of the question, Shall the State

Equalize Assessed Valuations at One Hundred Per Cent? was held during the closing session.

The meeting closed with the election of new officers for the year 1945: President, T. H. Cobb, Urbana; vice-president, Ernest R. Britton, Effingham; secretary, D. R. Blodgett, Jacksonville; treasurer, Roy Featherstone, Monmouth.

Publications of Interest to School Business Executives

Board of Education Policies, Rules, and Regulations at Wilmette, Illinois

A handbook of school rules and regulations, divided into five parts, and covering (1) the school district, (2) the administrative organization, (3) the personnel, (4) board policies, and (5) factual material. Two valuable features are (a) the statements of policies gleaned from the minutes of the board of education, and (b) the plan of recalling the loose-leaf books annually for revising and bringing the several sections up to date.

Shop Talks

Eighteen pamphlets. Published by the International Harvester Company, 1801 North Michigan Ave., Chicago, Ill.

These pamphlets contain detail information for servicing the various units of International trucks and are valuable particularly for handling International school trucks.

School Bus Insurance

Compiled by Gordie Young. Paper, 200 pages. Published by the State Education Department at Frankfort, Ky.

Part I of this bulletin contains the regulations and procedures to be followed by officials of the school districts in securing school bus insurance as required by law. Part II contains in tabular form the accidents which occurred in the several districts of the state during the year 1943-44 and indicates the fault, type, and cause of accident.

A Building Survey of the Aberdeen (S. Dak.) Schools

Published by the board of education at Aberdeen, S. Dak.

A report containing a summary of building conditions, enrollments, bonded debt, and service areas of the Aberdeen public schools. The report reveals the future building changes necessary to keep the schools up to the state standard and is intended to inform the voters on the school-building requirements after the war.

Accounting and Financial Procedures

Eight pages. Published by Municipal Finance Officers Association, 1313 East 60th St., Chicago, Ill.

This is a useful catalog listing 70 technical publications issued by the leading professional association in the field of public accounting. Valuable for school-board offices.

Finishes for Concrete Floors

Circular LC-758, July 19, 1944. National Bureau of Standards, of the U. S. Department of Commerce, Washington, D. C.

Specific information on the finishing of concrete floors, including the preparation of the surface, the types of stains and seals to be used, and the procedures of application. Recommendations are made for repainting, and references for further types of finishes are given.

Financial Data for Los Angeles City School Districts, 1944-45

Compiled by Harry M. Howell. Paper, 30 pages. Published by the board of education, Los Angeles, Calif.

A useful handbook containing statistical and financial data and other facts concerning the Los Angeles schools. It has been prepared in a form to meet the needs of laymen as well as those of the educational profession.

Standards for the Installation and Operation of Centrifugal Fire Pumps

Paper, 52 pages. Bulletin No. 20, September, 1944. Issued by the National Board of Fire Underwriters, 85 John St., New York 7, N. Y.

These standards have been approved as essential for adequate protection of life and property from fire.

Regulations and Supplemental Rules at Rutherford, New Jersey

Paper, 28 pages. Published by the board of education at Rutherford, N. J.

A compilation of rules and regulations governing the conduct of the schools, including duties of officers, personnel, committees, and miscellaneous. Supplemental rules are provided covering administration, pupils, examinations, use of buildings, health, internal accounts, and operation of automobiles by students.

The board has used the interesting device of dividing its fundamental rules and its more or less temporary regulations. The latter, designated supplemental rules, are explanatory of many school policies and are subject to frequent revision on the part of the board.

Sheldon

TO SCHOOL ADMINISTRATORS:

Revised Priority Regulation P-43 indicates that Federal Authorities recognize the necessity of continuing scientific education without interruption.

Since the beginning of the war—unless special permission was granted by the "War Production Board"—existing restrictions would not permit the manufacturing of Laboratory Furniture. NOW—educational institutions may automatically apply an AA-2 Priority to the purchase of Laboratory Equipment.

While restrictions on new buildings have not been eased—special permission is required—it is now possible to purchase new replacement or additional equipment for existing rooms. We suggest that you take advantage today of the opportunity.

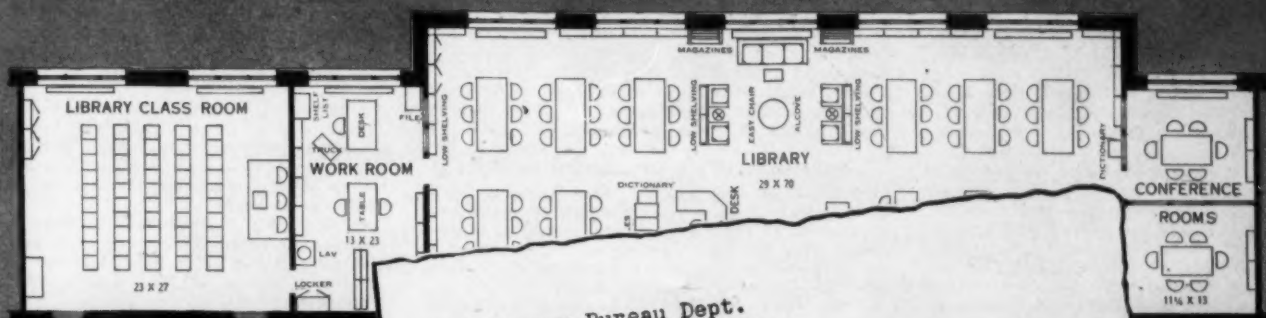
If you need information as to how you may automatically apply an AA-2 Priority to the purchase of Sheldon Laboratory Furniture wire or write. If you need assistance on equipment design or requirement problems let us know and our Field Engineer will call.

Vocational Furniture is also available. Definite dollar limitations, however, are exercised on parts employing controlled materials. Write for full information.

E. H. SHELDON & CO.
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"Planning the school Library"

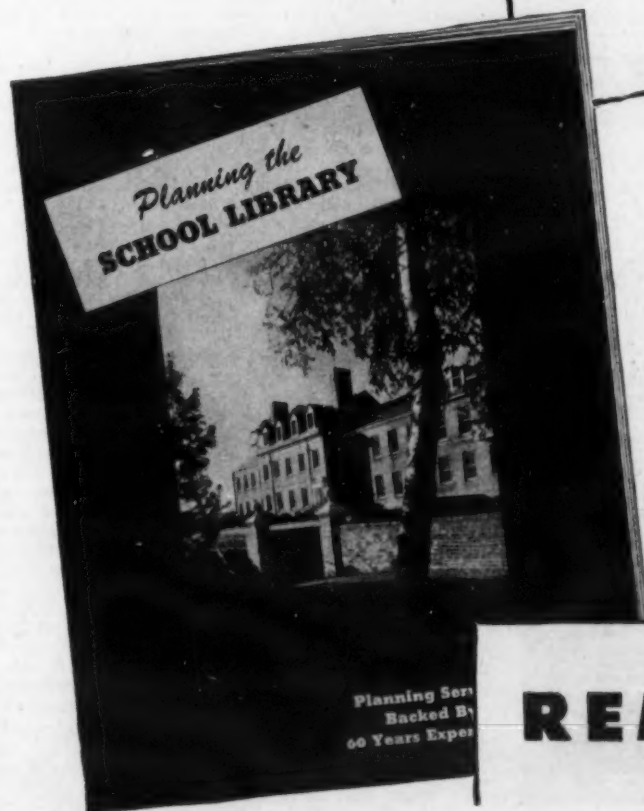
Library Bureau Dept.
Remington Rand, Inc.
465 Washington Street
Buffalo 5, New York

Gentlemen:

We are beginning to make plans for a new high school building as a postwar project, with provision for an enrollment of 800 to 1000 pupils. Several of my friends who have had experience on similar projects suggest that I get in touch with you.

Can you send me typical plans of high school libraries and any other material that would assist us in making the library in our proposed school as attractive and efficient as possible?

Very truly yours,
Walter N. Brown
Walter N. Brown
Principal



The answers to the questions raised in such letters as the above are found in "Planning the School Library." Just off the press, this 20-page booklet has been prepared as a timely and authoritative handbook on a vital phase of school planning. Typical floor plans and numerous illustrations of modern school libraries, supplemented by brief discussions of accepted practices, combine to make this a "must" for the school planning official and librarian. Send for your free copy today.

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Personal News

Recent Changes in Positions in Newark, New Jersey

A number of changes in the personnel have been effected in the public schools of Newark, N. J., during the year 1944-45. Among these are the following:

Dr. Joseph H. Schotland appointed to the position of Assistant Superintendent in charge of Business Administration. Dr. Schotland was formerly a member of the faculty of Central Commercial and Technical High School.

Dr. Frederick C. Seamster appointed to the position of Director of Secondary School Guidance. He was formerly Director of Personnel.

Mrs. Ailee S. Ruotolo appointed to the position of Placement Counselor. She will make an intensive study of employment conditions, especially the conditions under which pupils work and the reasons for leaving school.

Dr. Edward F. Kennelly appointed Director of Department of Personnel. He was formerly educational specialist for the National Safety Council.

Dr. Donald W. Campbell appointed Director of Reference and Research. He was formerly connected with the Department of Research of the Pennsylvania State Department of Education.

Mr. Thomas F. McHugh and Mr. Albion U. Jenkins appointed assistant superintendents of schools. Both had been principals of schools in Newark.

PERSONAL NEWS OF SUPERINTENDENTS

► Supt. A. H. HUGHEY, of El Paso, Texas, in October, observed the twenty-fifth anniversary of his superintendency in El Paso, when he was honored at a no-host dinner given by board members and fellow-workers. He was presented with a pocket watch by his coworkers and a pen-and-pencil set by the board.

► Prof. JOHN GOV FOWLKES, director of the University of Wisconsin Summer session since 1942, has been raised to the status of full dean of the summer session. Dean Fowlkes has been with the University since 1922, when

he was appointed assistant professor of education. He became a full professor in 1927.

► WILLIS E. HOPTON, superintendent of schools at Ravenna, Neb., since January 1943, died in a Kearney hospital on October 25.

► Dr. C. W. SCOTT, of the University of Nebraska, has been elected president of the Nebraska District Education Association.

► EDWARD C. BISHOP, a well-known educator of Nebraska, died at Ontario, Calif., on October 25. He was state superintendent of schools for Nebraska from 1909 to 1911 and was active in educational work as well as in the field of instruction. He was the founder of the 4-H club movement.

► Supt. PAUL F. BOSTON, of LaPorte, Ind., has been appointed chairman of the policy commission of the Indiana City and Town Superintendents' Association. He is also a member of the executive committee of the Association.

► Supt. R. E. FILDES, of Springfield, Ill., has been granted a four months' leave of absence, to recover from illness.

► Supt. HOLLAND HARVEY, of Greenville, Ky., has been elected president of the Third District Education Association.

► Supt. KARL A. REICHE, of Bristol, Conn., has been given a citation by the State Education Department for his many years of outstanding leadership in education in Bristol. He has been superintendent in Bristol for 32 years.

► FRED HILL has been elected assistant superintendent of schools at Omaha, Neb., to succeed Donald E. Tope.

► VERNON A. KLINE, of Lewiston, Neb., has been elected superintendent of schools at Central City, to succeed Frank L. Sievers.

► W. P. SIMMONS, of Stanton, Mich., has been appointed county school commissioner for Montcalm county.

► H. O. HANSON, of Maple Rapids, Mich., has been elected superintendent of schools at Stanton.

NEWS OF OFFICIALS

► CARL MOE has been elected president of the school board of Huron, S. Dak.

► G. O. AUBREY has been re-elected as president of the school board of Stamford, Conn.

► The school board of Thompsonville, Mass., has reorganized with JOHN J. FUGE as president, and JAMES JACKSON as secretary.

► EDWARD R. HUBBARD, a former member of the school board of Stephenson, Mich., died in Lansing on September 25.

► GUS LARSON has been elected president of the school board at Ashland, Wis.

► C. F. HERTLEIN, president of the school board at Superior, Wis., died in a hospital on October 18. He had been a member of the board for 12 years.

► FRED MARIN has been elected president of the school board at East Lansing, Mich.

► FRED L. WETHERELL has been elected president of the school board at Attleboro, Mass.

► The school board at Darien, Conn., has reorganized with WINDSOR C. BATCHELDER as president, and ARTHUR J. SYLVESTER as secretary.

► JAMES T. GEARON has been appointed special agent for research in vocational education on the staff of the research and statistical service of the United States Office of Education. He was formerly special representative in the vocational training for war production program administered by the Office of Education.

► Dr. ROBERT CLARK JONES was awarded the Adolph Lomb Medal for noteworthy accomplishment in the field of optics at the annual meeting of the Optical Society of America, on October 20, in New York City. Applicable to problems found in industrial and academic research laboratories, the Jones system is of value to physicists and chemists.

► Mr. ELLSWORTH B. BUCK, a former member of the board of education of New York City, has been re-elected as congressman from the Sixteenth Congressional District.

► Dr. ANGELO PATRI, a nationally known school educator, and formerly principal of Junior High School 45, of the Bronx, New York City, has retired with the opening of the fall term. Dr. Patri, who is retiring three years before the compulsory 70-year-age limit, has been an active leader in school activities. He is the author of numerous books and pamphlets on child development. He was awarded the M.A. degree by Columbia University in 1904.

A Correction

In the October issue of the SCHOOL BOARD JOURNAL, Supt. John E. Marshall, of St. Paul, Minn., is credited as holding the superintendency at Council Bluffs, Iowa. Mr. Marshall was principal of the Council Bluffs High School from 1913 to 1916. The superintendent at Council Bluffs for nearly a quarter of a century has been Mr. C. L. Crawford.

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GOLDEN JUBILEE CELEBRATION OF HARRY H. YOUNG

Mr. Harry H. Young, secretary and business manager of the board of education of Atlantic City, N. J., celebrated his golden jubilee of service on the board on Wednesday, October 18, in the Atlantic City High School. The celebration in honor of Mr. Young's fifty years of service was held on his seventieth birthday.

A dinner was served in the school cafeteria and a program was carried out in the school auditorium.

Mr. Young who was born in Duncannon, Pa., October 18, 1874, went with his family to Atlantic City in 1889. He was graduated from the Atlantic City High School in 1893.

After a year as a grocery clerk, he accepted a position as secretary to Supervising Principal Charles B. Boyer, entering upon his work in October, 1894, at a salary of \$35 per month. During his half century of service, Mr. Young has seen the growth of the Atlantic City schools and has played a large part in the development of the school system. His ability was recognized by his election as secretary of the board and finally as business manager.

For many years Mr. Young has been regarded as dean of the Public School Business Officials. He has been president of the New Jersey Association of Public School Business Officials and has served on various committees of the National Association, which honored him in 1942.

BOND ISSUE CARRIED

The voters of the city of Rochester, Minn., in November, voted to issue bonds in the amount of \$1,800,000 to be used by the board of education in erecting new school buildings and in remodeling the existing school plant. More than 76 per cent of the voters expressed themselves in favor of the project. The school authorities, with the assistance of the teachers and pupils, carried on an interesting campaign in favor of the bonds. An 8-page folder, printed in three colors, was issued and distributed with particular effectiveness. This circular showed what educational needs are to be met in the postwar period, how the community can best prepare itself to meet these needs. A list of the buildings required was included, and a complete argument was made to prove that the board of education is following sound business principles in asking that the bonds be voted and sold at this time.

The campaign was supported by every civic and social organization of importance in the community. The newspaper releases, the statements by the superintendent of schools and the members of the school board, were carefully stripped of technicalities and professional verbiage and were made exceedingly brief, clear, and appealing to the everyday citizen.

NEW POSTWAR PLANNING PROGRAM IN PITTSBURGH

The board of education of Pittsburgh, Pa., at the recommendation of Dr. Henry H. Hill, superintendent of schools, has begun plans for a long-range planning program for the Pittsburgh city schools. A postwar planning committee has been appointed to supplement the work of the High School Study Committee which is to consider changes in the educational content, methods, and administration.

The Committee will begin a study of such topics as extension of the high school program to grades 13 and 14; community planning for recreation and adult education; acceleration of the school program; aspects of citizenship training related to international relations and development of public opinion.

A special committee, created to make a study of the consolidation of schools, recently recommended the closing of eight schools in 1944 and set up a long-range program to effect further consolidation by filling up some buildings and abandoning older and more obsolete structures. The program contemplates alterations and additions to existing buildings and the construction of new buildings to implement further a complete and well-planned program of consolidation over an extended period of time.



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PLANT PLANNING FOR A CITY SCHOOL SYSTEM

(Concluded from page 45)

a present junior high school building for an elementary school. This in turn makes it possible to discontinue certain poorly located, uneconomical buildings, unsatisfactory for a broadened elementary program.

The junior high school building program also co-ordinates with our program for the senior high school which we plan to change from 6-3-3 to a 6-4-2 plan. This means that our junior high schools will house grades 7 to 10 inclusive. The removal of grade 10 from the senior high school would make possible the expansion of our senior high school education program to include a larger number of courses leading to industrial and business occupational competency. This type of terminal courses for students who will terminate their formal education with high school, we believe should be extended into grades 13 and 14 to permit such training at more mature age, and a more enriched program. We do not plan for college work at grades 13 and 14, which is certainly not necessary in an area with eight colleges within a distance of fifteen miles. Such a 6-4-2 (-2) program will make it unnecessary to develop an expensive vocational school, or a new senior high school in another part of our city, but will permit a centralization of all educational activities above the tenth grade in a single educational program.

This study indicates that some of our oldest and more uneconomical and educationally unsatisfactory buildings may be eliminated, and because of this elimination it will be practical to modernize the remaining older school buildings and make them fit the educational program. The enrollment trends also indicate that it may be necessary in the near future to provide additional facilities for grades 1-6 in some areas.

As a result of these studies we have established an instructional and a building plan for the future, which has been a co-ordination between the elementary, junior high schools and senior high schools. It is believed that every school system could apply a similar method and an analysis of their school program, and devise a program which would permit much more intelligent administration. Such a study is not exceedingly difficult, and it is not necessary for a superintendent to have a statistically or research trained person to have such a study made for his school system.

This planning program has been presented to civic clubs, business organizations, and professional groups, as well as our educational personnel. It has gained a degree of interest and respect for the schools which we believe is most desirable. We feel that as a result of this study and its use we are better able to serve the children of Allentown and provide an equalized educational opportunity.

School Building News

POSTWAR BUILDING PROGRAM

The board of education at Pauls Valley, Okla., has begun plans for a definite postwar program, looking toward meeting the immediate school-housing needs during the postwar period. The program will place some emphasis on needs for vocational buildings and equipment. The plans will be incorporated into a city-wide planning program, which will include a park and playground program.

SCHOOLHOUSE FIRES IN 1943

A tabulation of schoolhouse fires in 14 states indicates that, during the year 1943, a total of 387 buildings were partly or totally destroyed. The loss recorded amounted to \$1,777,326.

The National Fire Protection Association estimates, on the basis of these losses, that 2500

fires occurred during 1943 in school and college buildings, and that the total loss was \$8,200,000. No figures are available concerning the insurance carried.

BUILDING NEWS

► The California Division of Schoolhouse Planning has obtained the services of Charles D. Gibson, who works full time from the Los Angeles office of the State Department of Education. It is expected that beginning with July, 1945, the schoolhouse planning service for the southern part of the state will be financed from the regular state education budget. The addition of Mr. Gibson to the Division of Schoolhouse Planning does not mean any substantial change in the range of services to school districts, but seeks to provide the services more promptly and thoroughly than heretofore.

► New York, N. Y. Mr. George H. Chatfield, a Queens member of the board of education, has

urged the restoration of the 1945 capital budget of appropriations for the construction of gymnasiums and auditoriums in buildings lacking these facilities. Mr. Chatfield, who spoke at the meeting of the City Planning Commission, pointed out that the commission has a large building program for the board, involving millions of dollars, and including many vocational and high schools.

► Bedford, Pa. The board of education has begun plans for a postwar building project involving the construction of a new high school building. Plans are being prepared by the architectural firm of Hunter & Caldwell, Altoona, Pa. The building will replace a structure destroyed by fire in 1941.

► Holyoke, Mass. The school board has employed the architectural firm of Kilham, Hopkins & Greeley, of Boston, to make a survey for a new junior high school. The board has taken steps to secure a suitable site for the building.

HILLYARD'S Super GYM FINISH



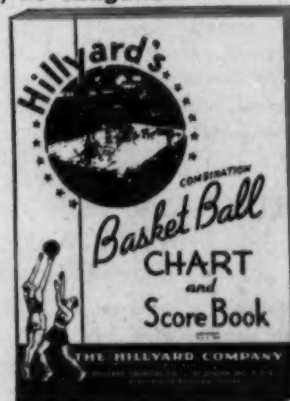
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Shows by description and illustration exactly how to whittle thirty carefully selected objects of student interest into decorative and finished articles. \$2.50

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By PAUL V. CHAMPION

This text on making clever and useful pieces of furniture from discarded crates and boxes is a boon to the teacher and student of woodworking in these times of limited materials. \$1.50

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By HAZEL SHOWALTER

A wartime craft book utilizing available materials and equipment to the best advantage. It consists of no less than seventy-eight patterns of novelties to be constructed out of wood, spools, clothespins, and old chair rungs. \$2.75

MASTER HOMECRAFT PROJECTS

By G. A. RAETH

In this unusual woodworking project book, the author offers a great variety of delightful furniture ideas, from simple items for the beginner to make, to more complex projects for the advanced student. \$2.00

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By O. ARNOLD RADTKE

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ELECTRICAL THINGS BOYS LIKE TO MAKE

By SHERMAN R. COOK

A flashlight, a radio set, a toy motor, a pyrograph pencil—what boy has not wanted at least one of these things? Now with the simple directions in this new project book, even the beginner can make these and twenty-eight other fascinating electrical devices that really work. \$2.25

The Bruce Publishing Company

801 Montgomery Bldg., Milwaukee 1, Wis.

HOW DYNAMIC IS YOUR LIBRARY?

(Concluded from page 25)

the faculty bulletin board, individual notes and a weekly or monthly mimeographed library bulletin placed in their boxes, and special bibliographies of late, interesting material available to supplement units of study and for club, home room, and assembly programs. Upon request by a teacher, the librarian should reserve a section at any period for her to bring a group to the library to select books or for instruction in the use of the library in preparation for a specific assignment. In such instruction a teacher should have the full cooperation and aid of the librarian if needed.

You may wonder where you will find a librarian who will render all these services. You will not. But if you demand most of them, you will be well on the road to receiving them. The final test of whether you are receiving service commensurable with the cost of a good library is how well it is used; if it is the favorite haunt of teachers and students and if most of the shelves usually have a fairly empty look, you may congratulate yourself—and your librarian.

DEAD-END PUBLIC RELATIONS

(Concluded from page 28)

may be sound in their popular diatribes, simply are not well informed. Incidentally this lack of information lies directly at the door of poor public relations. Moreover, in many a case the motivation of attacks on certain philosophies and ways and means is based on certain profound convictions regarding aspects of American life. To a considerable degree these motivations account for actions by such groups as "The Friends of the Public Schools of America," the "League of Churches," the Paul Mallon column to a circulation of more than 10,000,000 lambasting the practical applications of "Progressive Education," and, indeed, even to the professional diatribes on this same latter subject.

Public education in America needs a basic understanding for the years of schooling prior to higher educational levels for many reasons besides building the foundation for that type of the same higher education on which so much stress is laid by Adler, Barr, Hutchins, Maritain, and Van Doren and which is just as often attacked for its narrowness on nearly every teachers college campus. Much money is needed. But it seems utterly illogical to attempt a financial program, not understood in Congress at all, when many, state school laws are outmoded and cumbersome, when only four states have the type of educational government which permits of easy and authoritative contact with the national government and when nearly 100,000 small isolationist school districts must be adequately and democratically reorganized for numerous obvious reasons. When public relations do not effectively implement ways and means by which school boards and the citizenry at large can even understand "what all the shootin' is about," one need be little surprised at the current program of the CIO political action committee.

Irrespective of the part this group takes in any national political campaign, professional educators should know the organization's techniques and what they may mean for future controls of education. In a small booklet widely circulated currently, there seems to be an avowed intention for that branch of organized labor to "take over" the public schools wherever they can by electing on labor partisan bases as many of the members of school boards as possible. The cover of the booklet depicts two children against a background of stock market quotations. One

picture discloses a school board in operation as seen through a large window by several laborers who say, "Our kids and our problems, our money but not our board of education." Again, by means of sharp denunciation of the National Association of Manufacturers and "bosses" in plug hats dictating to the school boards, superintendents, and teachers that the children of labor shall not have a fair deal in education, there is the implication that the way to get fairness is to elect the school board on a partisan basis. The crowning touch is some marginal embellishment in the shape of "snakes-in-the-grass" in plug hats—presumably the sinister school-board influence of the money classes. This stems from the *non sequitur* conclusions of George S. Counts who fallaciously asserted that because of the social composition of school boards as an average, no good could come from the white-collar class. This whole hypothesis has been reasonably quashed by Roald F. Campbell, whose study shows that expanding of educational opportunities in a large number of cities was not in any appreciable degree affected by class or sex of board members.

Education, when considered normally on a political basis, has usually been thought to be affected adversely by graft, patronage, waste, and similar bad acts of big-city school boards. But education is now being pushed upon the political stage by partisan interests. If the profession wishes a permanently sound decision on federal aid—one which will not be upset by fluctuating waves of public opinion—if it wants real school boards instead of "rubber stamps," if it does not court having the schools constantly upset by partisan political campaigns, somewhere among the hierarchies there is a crying need to begin to implant with teachers colleges and universities an understanding of what they have in the institution of the school board and how there should be a thorough training in public relations. But also as its most important forerunner, there is the obligation for national state and local authorities in education, particularly local superintendents, to go directly to the school-board member for his efficient in-service training for the sake of all education.

BOSTON COMMITTEE CRITICIZED

The Boston \$75,000 school survey has issued its first partial reports and has severely criticized the school administration, the business administration, and the general program of the schools. Politics is placed at the root of all evils in the schools and has caused many members of the teaching staff to lose confidence in the system. Says the report:

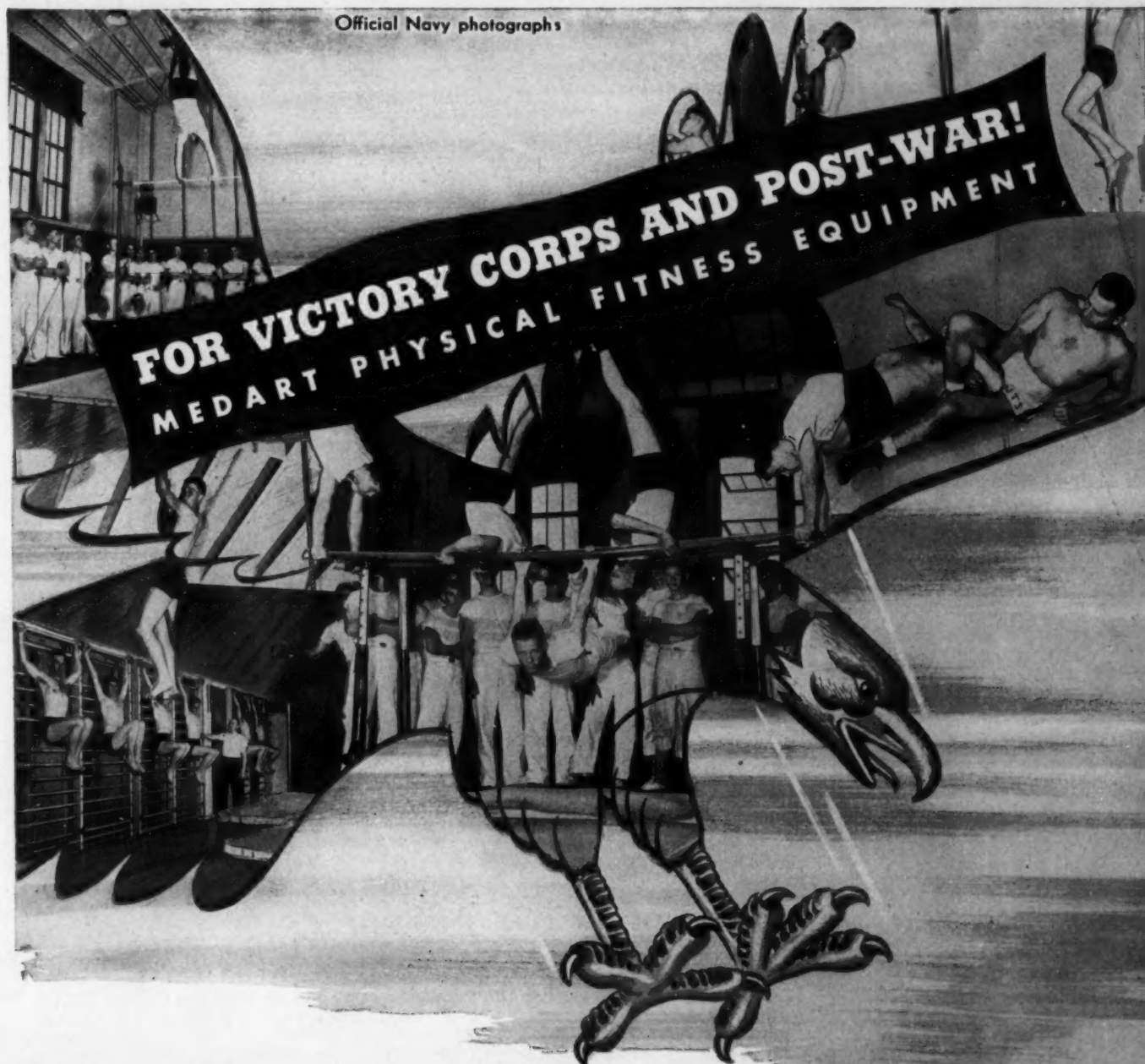
Responsibility for poor administration of the affairs of the Boston public schools lies about equally with the School Committee and with the citizens of the city of Boston. The members of the School Committee have come to regard membership on the committee as a stepping stone to political advancement. Citizens demand favors for themselves and their friends in return for their votes and influence. Members of the School Committee invite individuals and groups, within the schools and out, to come to them with their grievances and demands for favors. It is also true that the School Committee operates on a day-to-day basis, with a minimum of long term planning. It accepts little responsibility for the formulation of sound policy.

The vast majority of the teachers and other employees of the school system of the city of Boston are competent and professionally minded. They refuse to be drawn into the current political maelstrom. They attend strictly to the business of educating the children and youth in the schools. However, many of them have lost confidence in the system. They no longer believe that it recognizes merit. In consequence, the working morale of the staff is low. There is little incentive for teachers to strive to improve their own work or the work of the schools as a whole.

The School Committee operates without a chief executive and without any budget worthy of the name.

Members of the school committee have denied vigorously that the findings are accurate.

► Peoria, Ill. A revised and improved program of vocational education is being offered in the high school. Included are a course in distributive education involving retail merchandising and classes for handicapped pupils.



THE nation's foremost installations feature Medart Physical Fitness Equipment! Why? Because Medart Equipment is designed to take the punishment of a strenuous training program . . . designed with the same high quality standards that have made Medart a "preferred name" throughout America. The War Production Board now authorizes schools and colleges to purchase the following types of equipment for Victory Corps and Physical Fitness programs:

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Free booklet on "Physical Training," practical suggestions for the instructor by Charles E. Miller, B. Sc., A. M. Gym. Coach University of Nebraska. 72-page book explaining correct uses of gym equipment.

New Supplies and Equipment

Production, Service, and Sales News for School Buyers

WILLIAM BAUSCH

William Bausch, chairman of the board of Bausch & Lomb Optical Company, and last surviving son of John Jacob Bausch, founder of the firm, died at his summer home near Rochester, N. Y., October 19, 1944.

Mr. Bausch, who celebrated his 83rd birthday last March 25, was a familiar and active figure in the research laboratories of the optical firm until a few days before his death. His passing followed closely the death in July of his brother, Dr. Edward Bausch, formerly chairman of the board of the company.

Mr. Bausch had been with the company for over 69 years, and was widely renowned for his developments of optical glass, which grew out of experiments he began in 1903. He was responsible for the founding of the optical glass making plant at the Bausch & Lomb factory in 1915. It was this glass plant, the first of its kind in America, which saved the country from chaos when optical glass was no longer available from European sources in the first World War.

TOP FLIGHT MAPS AND GLOBES

School catalog MG-44A describing maps and globes, political globes, polar-view globes, reality political-physical globes, reality political-physical maps, Life and Latitude charts, semi-contour physical maps, Vito-Graphic, political maps, Champion political maps, W-C world-history maps, global charts, Tryon American history maps, anatomical charts, desk-outline maps, blackboard outline maps, state maps, and global world maps, a complete covering of the sciences of geography and history teaching. Much information on graded requirements is to be found in a comprehensive cataloging of the Top Flight Line. The catalog is fully illustrated in colors.

Weber Costello Company, Chicago Heights, Ill.
For brief reference use ASBJ-1210.

USOE OPTICAL CRAFTSMANSHIP PREMIERE

Under the auspices of the Navy and the United States Office of Education, Bell & Howell has produced a series of visual education units on "Optical Craftsmanship," using 16mm., sound-motion pictures. The project was undertaken at the outbreak of the war to implement the large-scale expansion of American production of precision optics.

The finished films were shown to a capacity audience which attended the premiere and evinced interest in the work illustrated in the six motion pictures. Many had helped create the movies. Wm. F. Kruse, B & H Films division manager, was responsible for the production of this set of training films. Terrytoon and McCrory Studios produced the animated sequences.

Bell & Howell Company, 7000 McCormick Road, Chicago 45, Ill.

For brief reference use ASBJ-1211.

PLANNING SCHOOL LIBRARIES

A profusely illustrated catalog "Planning the School Library" has just been issued by the systems division of Remington Rand, Inc. Actual installations are reproduced, carefully selected typical libraries are used as the subjects for guidance in securing the utmost in utility and practicability. Supervision and arrangement, library classrooms, conference rooms, work rooms, practical size, lighting and ventilation, equipment design, floors, shelving, and all items on which knowledge is generally sought in planning, are treated.

Remington Rand, Inc., Buffalo 5, N. Y.

For brief reference use ASBJ-1212.

NEW LATHE CATALOG

The new South Bend Lathe Catalog No. 100-D, distributed by the South Bend Lathe Works, contains 21 full-color lathe illustrations, together with descriptions of all engine lathes, toolroom and precision turret lathes manufactured by this firm.

The engine lathes and toolroom lathes are shown in five sizes ranging from 9 to 16 in. swing. There are two sizes of the turret lathes, each with 1/2 and 1 in. collet capacity.

Constructive features of the lathes, lathe tools, and the various attachments also are illustrated and described.

South Bend Lathe Works, South Bend 22, Ind.
For brief reference use ASBJ-1213.

STATIONARY VACUUM CLEANING

Bulletin No. 131, an eight-page brochure on vacuum cleaning, gives an outline of the various components of the equipment, new uses and valuable application data, with a complete list on swimming pool, boiler and dry-mop cleaning, vacuum tools, and hose. The application of Spencer machines to various usages and capacities is clearly set up and clearly illustrated.

The Spencer Turbine Company, Hartford 6, Conn.

For brief reference use ASBJ-1214.

ARMY-NAVY "E" AWARD

For excellence in the manufacture of war materials, Secretary of the Navy James Forrestal and Under Secretary of War Robert P. Patterson announce that the Army-Navy "E" Award has been conferred upon Minneapolis Honeywell Regulator Company, Aero Division, Chicago, Ill.

BARTS APPOINTED

Miss Norma A. Barts, an authority on the classroom use of audio-visual teaching aids, has been appointed visual-aid counselor for DeVry Corporation, Chicago. She will extend the work of the fast growing educational department. In her new capacity, Miss Barts will work in close association with the Educational Consultant, Charles R. Crakes, and will be available to school boards for audio-visual teaching-aids demonstrations and in-service training of classroom teachers.

Miss Barts is a graduate of the University of Illinois and has an M.A. degree from Northwestern University. She has traveled extensively and has done considerable research work in the

field of audio-visual aids. Her technique in the use of visual training aids has received wide approval.

BENDIX SURVEY

A survey made by the Bendix Aviation Corporation, indicates that 307 out of 455 American colleges and universities are making plans to teach postwar courses in aviation. Many of these will need usable government owned aircraft equipment. This, President E. A. Breech has pointed out is available to them under the surplus disposal law signed by President Roosevelt on October 3, 1944.

COMPLETES QUARTER CENTURY

E. L. Schroeder, general sales manager and director of advertising for the Victor Animatograph Corporation, has just rounded out a full quarter of a century of service with the organization. Mr. Schroeder, or Ernie, as he is known to a host of friends is one of the executives longest in point of service in visual education. He is personally known to thousands of educators. With Ernie it is a case of a hobby being turned into a life's vocation. He made an avocation of photography and when he found that Victor were producing thousands of lantern slides he applied for a job. He built up the Victor slide library to a total of nearly 71,000 slides which accounted for 570 lecture sets on religion, ethics, and education.

After the Meeting

Sits at His Own Feet

It's hard to keep educational institutions from strangling themselves with red tape. A brilliant young man, working in experimental psychology in one of our universities, developed a course which was so unusual that he was asked, while still a student, to teach it. Then he worked the subject into a set of teachable notes, and the course was put on the list of courses required of all students working toward a degree in psychology.

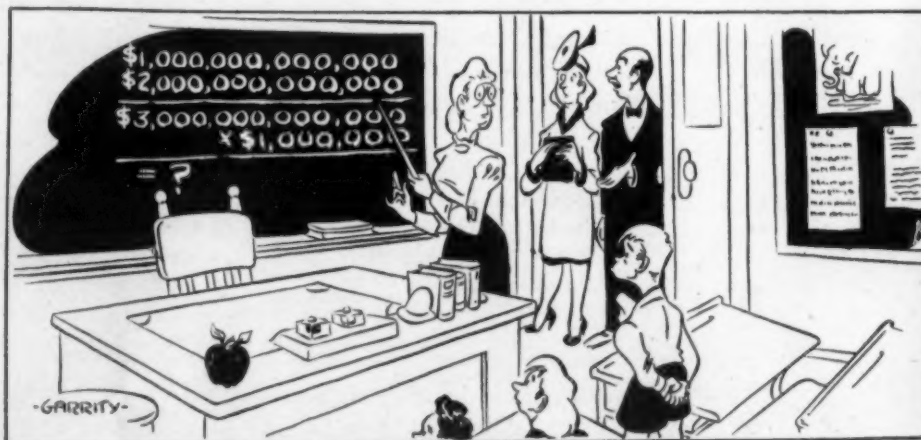
The young man's course was interrupted by some necessity. After a few years, he returned to the university. The red-tape-wound officials looked up his record and found that he had never taken this required course in experimental psychology.

"No," he answered, smiling, "I didn't. You see, I wrote that course and taught it."

"Ah," they answered, "that may be. But you never took it in class."

So the young man went back and sat patiently while another instructor gave him and his associates the course which he had written and taught. He was solemnly given the due credits and was allowed to continue his work.

This happens to be true, and 'tain't funny.—
Daniel A. Lord.



"WE WANT our pupils to take an active interest in our Government when they grow up." — The Rotarian

School Finance and Taxation

ISSUE THREE FINANCIAL REPORTS

The survey division of the Ohio State University, of Columbus, headed by Mr. W. R. Flesher, has just issued three financial reports dealing with financial proposals being submitted this year by local, exempted-village, and city school districts of the state of Ohio.

The first, "Financial Proposals to be Submitted in Ohio County School Districts," includes the special levies and school-bond issues to be submitted in Ohio county school districts in 1944, together with those submitted at the primary election and special elections.

The second, "Financial and Enrollment Data for Ohio Exempted Village School Districts," indicates (1) the financial situation as it exists in the several school districts, (2) the financial proposals submitted in 1944 or to be submitted at the elections, and (3) enrollment data for the school year 1944-45 and comparative data on enrollments for the three preceding years.

The third, "Financial and Enrollment Data for Ohio City School Districts," offers separate financial data for cities and for exempted villages for the year 1944-45 and comparative data for the three preceding years.

FINANCE AND TAXATION

► Wichita Falls, Tex. The school board has adopted a budget of \$777,305 for the school year 1944-45, which is an increase of \$50,000 over the year 1943-44.

► La Crosse, Wis. A budget of \$733,102 has been adopted by the school board for the year 1944-45.

► Oshkosh, Wis. A total budget of \$816,963 has been adopted by the school board for the year 1945.

► Augusta, Ga. The Richmond County board of education has adopted a budget of \$857,540 for the year 1944-45.

► Racine, Wis. The 1945 budget of the school board calls for a total of \$1,449,567, which is an increase of \$39,024.

► Kenosha, Wis. The school board has adopted a budget of \$1,213,319 for the school year 1944-45, which is a decrease of \$5,471 in the total expense. The decrease is attributed to the drop in the amount needed to retire school bonds, which is only \$99,000 in 1945.

► The School Plant Division of the United States Office of Education has issued an estimate of postwar educational plant needs. The statement shows that in rural schools the program of plant needs calls for 1 billion dollars; the additional future needs for 2 billion dollars.

In the urban schools, it calls for 1.5 billion dollars for plant needs, and 1.5 billion dollars for additional future needs. In the colleges, it calls for .5 of a billion dollars for plant needs, and 5 of a billion for additional future needs. The total for all plant needs for the five-year program will reach 7 billion dollars.

► Kulpmont, Pa. The school board is seriously handicapped financially so that it will be discouraged in attempting even the most basic needs of postwar planning. The board has asked the State Council of Education for an appropriation of \$4,000 to complete the unfinished Vocational Arts Shop. The completion of this shop will meet necessary housing facilities and the board plans to obtain available NYA materials and surplus war goods for equipment.

► Seattle, Wash. Parents, teachers, and students of the Lincoln High School, in October, united in a fight for the passage of a 4-mill school tax levy for a school modernization program.

Under the long-range rehabilitation program, to start with the 4-mill levy, obsolete school buildings will either be torn down and replaced,

or reconditioned and modernized. Construction of new buildings and additions will eliminate the 72 flimsy school portables now housing 3000 students. Auditoriums and lunchrooms will be installed in 46 grade schools where such facilities are needed.

SCHOOL-BOND SALES

During the month of October, 1944, school bonds were sold in the amount of \$12,923,500. In New Jersey, the sales amounted to \$7,431,000; in Maryland, \$2,050,000; and in California, \$1,418,000.

During the same month of October, refunding bonds and short-term notes were sold, in the amount of \$5,054,000. The average return was 1.64 per cent.

SCHOOL-BUILDING CONSTRUCTION

During the month of October, 1944, contracts were let in 11 states west of the Rocky Mountains, for 31 school buildings, at a total valuation of \$1,342,506. Additional projects in preliminary stages were reported in the amount of 48 school buildings, to cost \$2,908,000.

Dodge reports that during the month of October, 1944, contracts were let for 121 educational buildings in 37 states east of the Rocky Mountains. The cost was \$3,473,000.

FRIENDS OF MUSIC GROUP CREATED

A new group, called Friends of Music, has been organized in the city and surrounding districts of Palmyra, N. J. The group seeks to sponsor musical activities of pupils in the public schools, and will endeavor to develop interest among the adult citizens in the musical activities of the children in the schools.

A series of six concerts are being planned for the school year, to be held in the Palmyra High School. The concerts which began on November 17, will continue to April 20. The membership fee is \$1 per year, which includes admission to all concerts.

COMING CONVENTIONS

December 4-8. National Recreation Association at Atlantic City, N. J. Headquarters, Hotel Claridge. Howard Braucher, President, 315 4th Ave., New York 10, N. Y. T. E. Rivers, Secretary, 315 Fourth Ave., New York 10, N. Y.

December 8-9. New England Association of College and Secondary Schools at Boston, Mass. Headquarters, Hotel Statler. Stanley King, President, Amhurst College, Amhurst, Mass. Dean George S. Miller, Secretary, Tufts College, Medford, Mass.

December 26-28. New York State Association of Elementary Principals at Syracuse, N. Y. Headquarters, Hotel Syracuse. Earl W. Nash, President, Principal, School 39, Rochester, N. Y. Charles W. Joyce, Secy-Treas., 4143 St. Paul Blvd., Rochester, N. Y.

December 27-29. Illinois Education Association at Springfield, Ill. Headquarters, Elks Club. E. H. Stuelken, President, Principal of Montifreie Special School, Chicago 7, Ill. Irving F. Pearsons, 100 E. Edward St., Springfield, Ill.

December 27-28. New York State Association of Secondary School Principals, Syracuse, N. Y. Headquarters, Onondaga Hotel. Wayne L. Lowe, President, Rye High School, Rye, N. Y. A. O. Jenkins, Secretary, Naples Central School, Naples, N. Y.

December 27-29. National Business Teachers Association at Chicago, Ill. Headquarters, Sherman Hotel. J. Evan Armstrong, President, Armstrong College, Berkeley, Calif. J. Murray Hill, Secretary, Bowling Green, Business University, Bowling Green, Ky. Exhibits charge University of Cincinnati, Cincinnati, Ohio.

December 28-29. Ohio Education Association, Columbus, Ohio. Headquarters, Deshler-Wallick Hotel. Paul C. Bunn, President, Superintendent of Schools, Youngstown, Ohio. Walton B. Bliss, Secretary, 213 East Broad St., Columbus 15, Ohio. Exhibits charge H. Bell, 213 E. Broad St., Columbus, Ohio.

December 27-29. Pennsylvania State Education Association, Harrisburg, Pa. Headquarters, Penn-Harris Hotel. J. W. Newton, President, So. Heights, Pa. H. E. Greyman, Secy., 400 N. 3rd St., Harrisburg, Pa.

December 28-29. Ohio Exempted Village School Supt. Association, Columbus, Ohio. Headquarters, Deshler-Wallick Hotel. W. F. Hoerner, President, Versailles, Ohio. Paul L. Upp, Secretary, Hillsboro, Ohio.

February 19-21. American Association of School Administrators (western section) at Chicago, Ill.

March 5-7. American Association of School Administrators (eastern section) in New York City.

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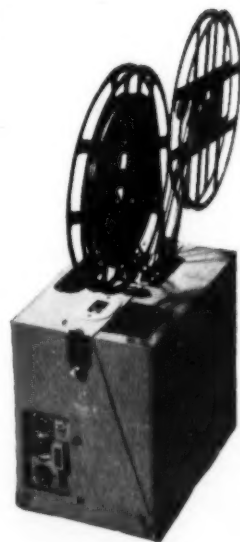
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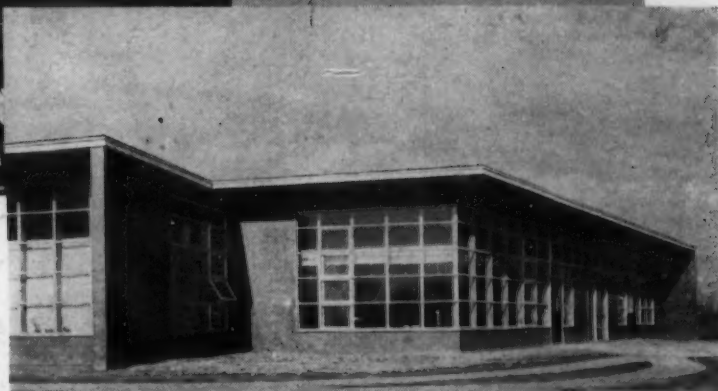
O'Dell, Hewlett & Luckenbach, Detroit, Architects.

What is a child's attitude toward his school? Is he restless because he contrasts the gloom of his classroom with the pleasantness of outdoor sunshine?

Or does he enjoy a bright, cheerful classroom—as in the Norwayne Schools, at Wayne, Michigan? Architect H. Augustus O'Dell, speaking of the importance of good daylighting in these schools, reports "The modern educator wants proper school lighting, both natural and artificial. Windows, therefore, should be as continuous as possible and near the ceiling. Overwide mullions or piers between windows create dark spots which emphasize the light from the windows and produce glare. This in general was the principle of window design. The south and southeast Kindergarten and Day Care walls were made all glass, because such a room is more pleasant and provides ample illumination."

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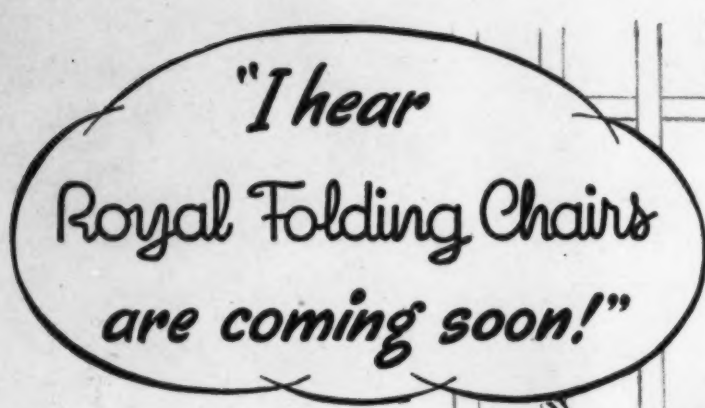


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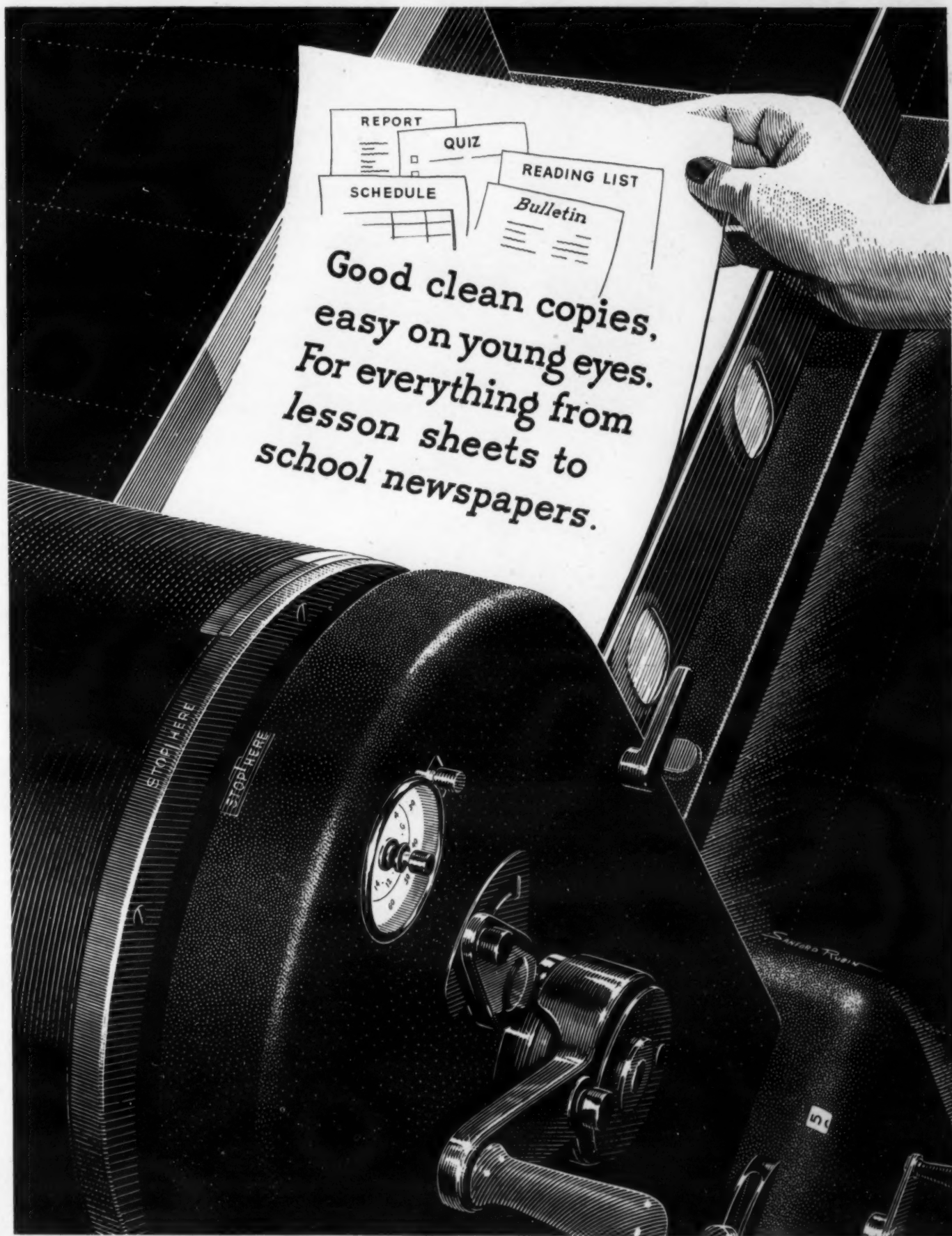
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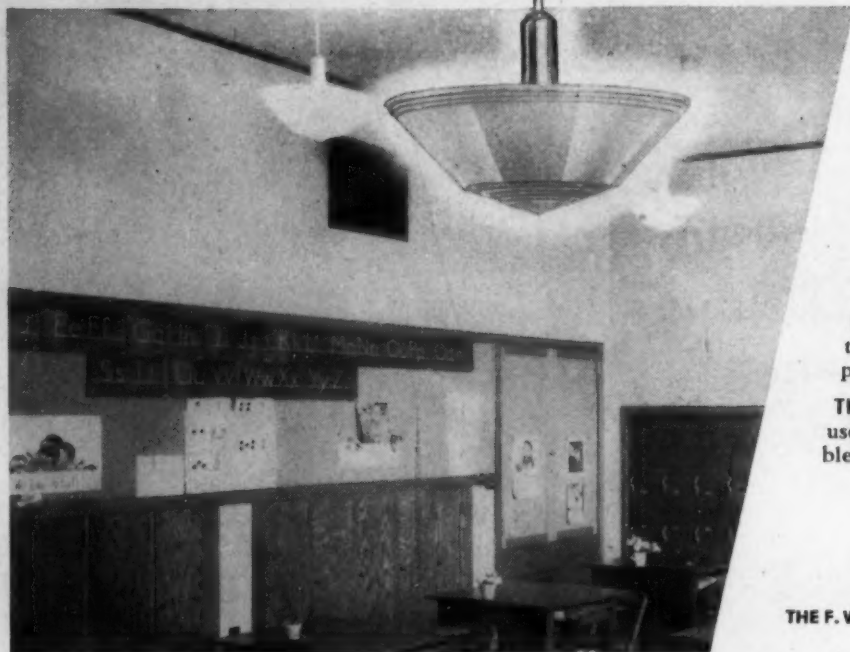
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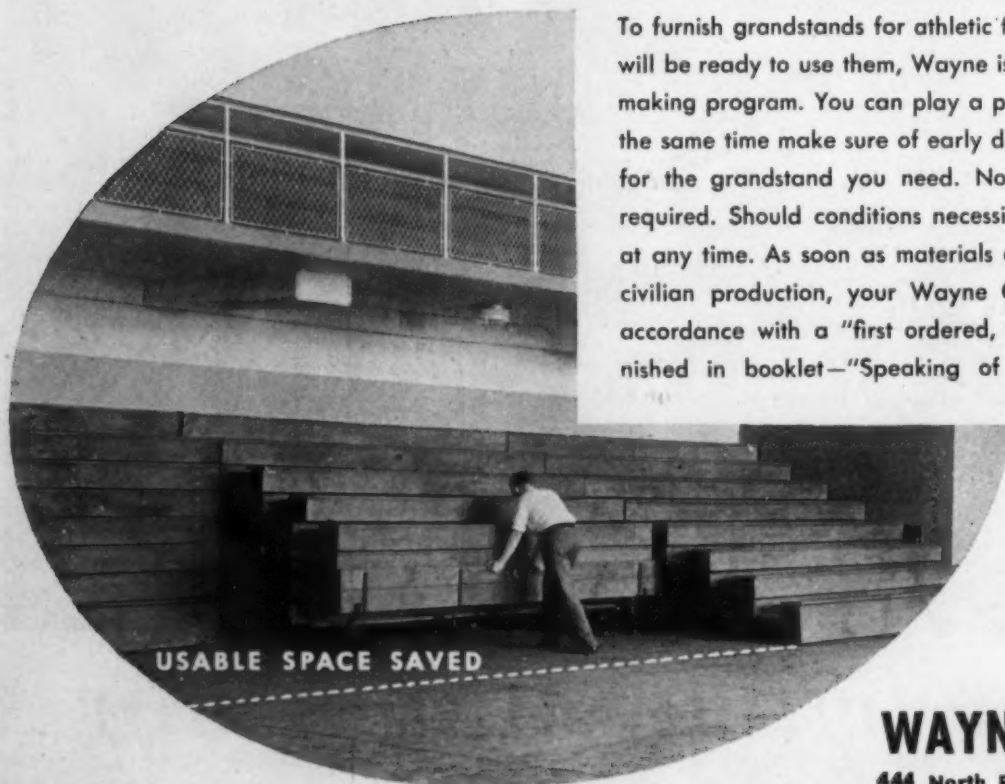
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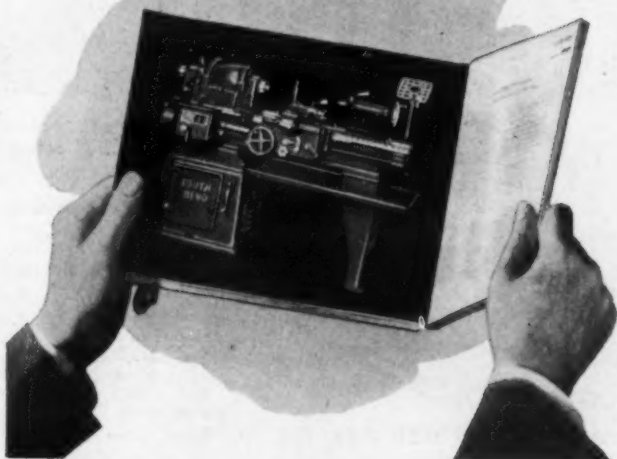
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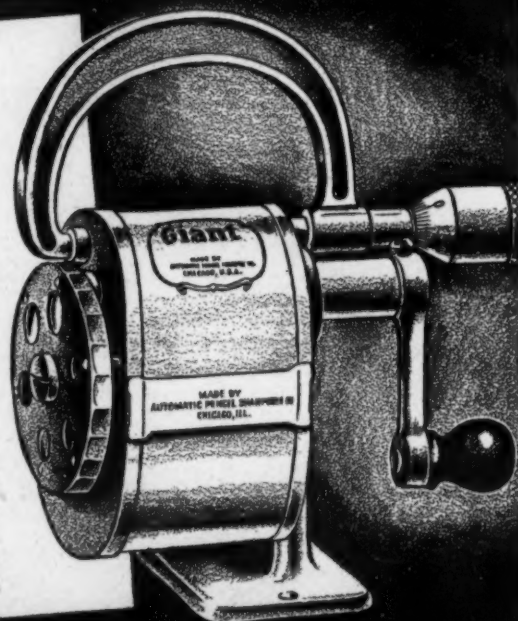
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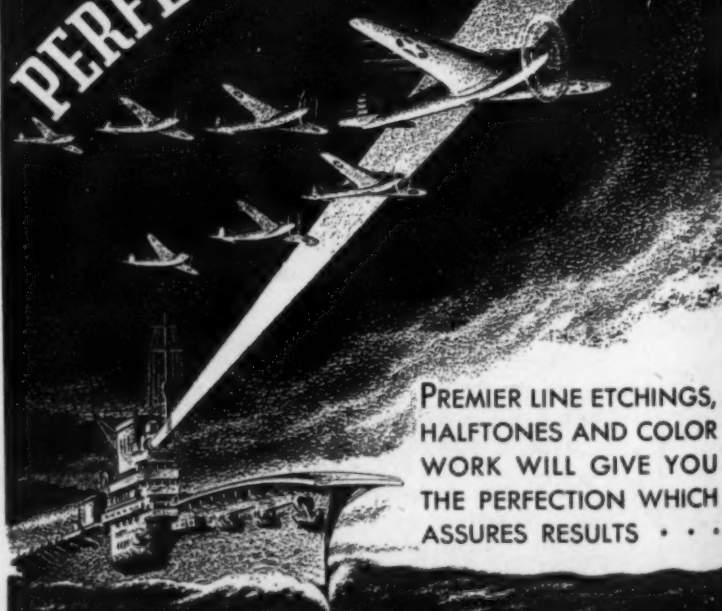
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YOUR POSTWAR
PLANNING

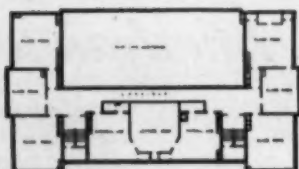
CALL IN YOUR
ARCHITECT OR
ENGINEER

Modernize with

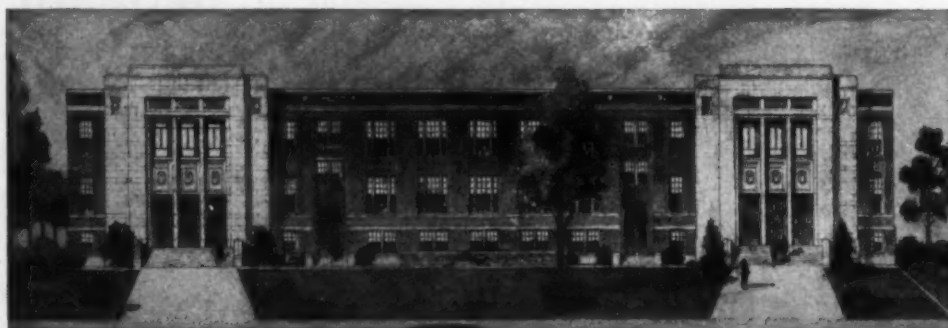
NESBITT

Syncritized Air

WE believe that in the early days of re-construction, school boards will find it easier — because of expected shortages — to undertake and complete the modernizing of old schools before the construction of new ones. For new schools **OR** old, the Nesbitt Syncritizer Unit Ventilator is ready **NOW**.

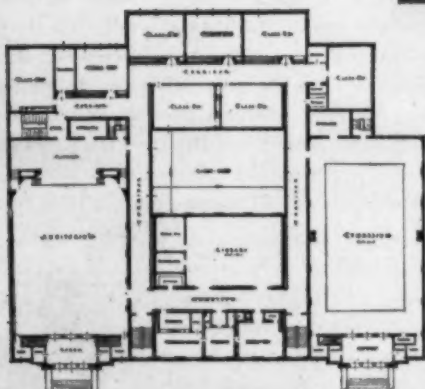


Original Building, Erected 1921



HERE'S HOW THEY MODERNIZED IN BOYERTOWN, PA.

After the crowded and uncomfortable Boyertown High School was enlarged, it was approximately twice its original size. In this new school, replacing obsolete warm air heating, was installed a steam system and 29 Nesbitt Syncrizers. The new building — doubled in size — required less than 13 per cent more coal per heating season! More significant, classroom comfort became a reality. As a consequence, the Board of Education installed Nesbitt Units in two additional modernized schools.



Building Enlarged 100 per cent;
29 Nesbitt Syncrizers Installed

The economy and the comfort effected by the Syncritizer are the direct results of the co-ordinated action of the Air-stream and Room Temperature Controls which prevent cold drafts and overheating.

Three-year
Averages

205 tons of coal
to heat old building

SAVING

231 tons of coal
to heat new building
twice as large



THE SYNCRETIZER IS MADE AND SOLD BY JOHN J. NESBITT, INC., HOLMESBURG, PHILADELPHIA 36, PA.
SOLD ALSO BY AMERICAN BLOWER CORPORATION